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ABSTRACT

The source book was compiled to contain the materials supplemental to a planning guide designed to assist educational leaders at the district level with planning and implementing a program of career education. Illustrations and forms too voluminous to be contained in the guide are organized by steps recommended for planning: (1) conduct needs assessment, (2) define and analyze need for career education, (3) consider alternatives and design career education program, (4) implement career education program, and (5) evaluate and revise as necessary. Among the materials which form the documents are descriptions of model programs, checklists, samples of correspondence, organizational charts, sample objectives, examples of curricular materials, and bibliographies. A job-placement manual, sample student work-experience record forms, information pertaining to child labor laws, and a plan activity diagram illustrate the implementation of a program of career placement. (AJ)

ED 096551

IMPLEMENTING CAREER EDUCATION IN A LOCAL EDUCATION AGENCY: A SOURCE BOOK

by

WILLIAM M. TIMMINS, Ph.D.

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Salt Lake City, Utah

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1974

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This publication, *Implementing Career Education in a Local Education Agency: A Source Book*, is a companion volume to a smaller document, *Implementing Career Education in a Local Education Agency: A Guide*.

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FOREWORD

In 1971 three bureaus of the United States Office of Education—the Bureau of Occupational and Adult Education, the Bureau of Elementary and Secondary Education, and the Bureau of Education for the Handicapped—jointly funded three integrally related multi-state projects under the rubric, "Interstate Project: Planning in State and Local Education Agencies, the Next Step." Such a joint venture was apparently a historic first.

"Project Next Step" included the State Education Agencies in Georgia, New Jersey, Oregon, Utah and Wisconsin, and one or more Local Education Agencies in each of these participating states. Utah served as the administering state for the project.

The project tested the thesis that systematic educational planning "pays off"—that is, children in classrooms will benefit from the improved management and decision making which results from improved planning and evaluation by educational leaders. "Project Next Step" demonstrated that systematic educational planning results in better identification of learner needs; clearer identification of priorities; more extensive consideration of alternatives; improved selection of strategies for implementation; and more systematic evaluation. The conclusion was clear—educational agencies which plan well will serve children more effectively.

A number of products resulted from "Project Next Step." Included in these outcomes were documents such as *Criteria for the Assessment of Educational Planning;* extensive training materials on educational planning (e.g., manuals on basic planning, needs assessment, modeling, and so forth); and the career education *Guide* and *Source Book*. Information on any of these publications is available from the Utah State Board of Education in Salt Lake City, Utah.

The *Guide* and *Source Book* reflect much of what was learned in "Project Next Step." The Project has also demonstrated the utility of "mutuality of planning" (that is, involving all those groups and agencies concerned with the outcomes of planning in the actual planning process). These materials on implementing career education reflect this concept of "mutuality"—both in the process described and in the actual development of the materials themselves.

Sincere appreciation is expressed to all of those who participated in the project over the last three years. Special commendation is due to Dr. William M. Timmins, the national project director, for his outstanding administration and leadership of the project.

Walter D. Talbot

Walter D. Talbot
State Superintendent
of Public Instruction

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INTRODUCTION

In an attempt to assist educational leaders to implement a program of career education at the district level, a planning guide has been designed entitled, *Implementing Career Education in a Local Education Agency: A Guide*. However, the need for illustrations, forms, etc. was too voluminous to be included in the guide itself. It was therefore considered advantageous to compile this Career Education *Source Book* to contain these supplemental materials. This *Source Book* is intended to be a companion volume to the shorter *Guide*.

A flowchart depicting the basic sequential steps to be taken in the implementation procedures recommended in these two publications is provided in Figure 1, below. This flowchart provides the basis for the numbers used on the dividers for the various sections or "steps" of this *Source Book* and relates to the steps in the *Guide*.

It is hoped that the contents of this *Source Book* will prove helpful to school district leaders who are attempting to introduce a program of career education into their schools.

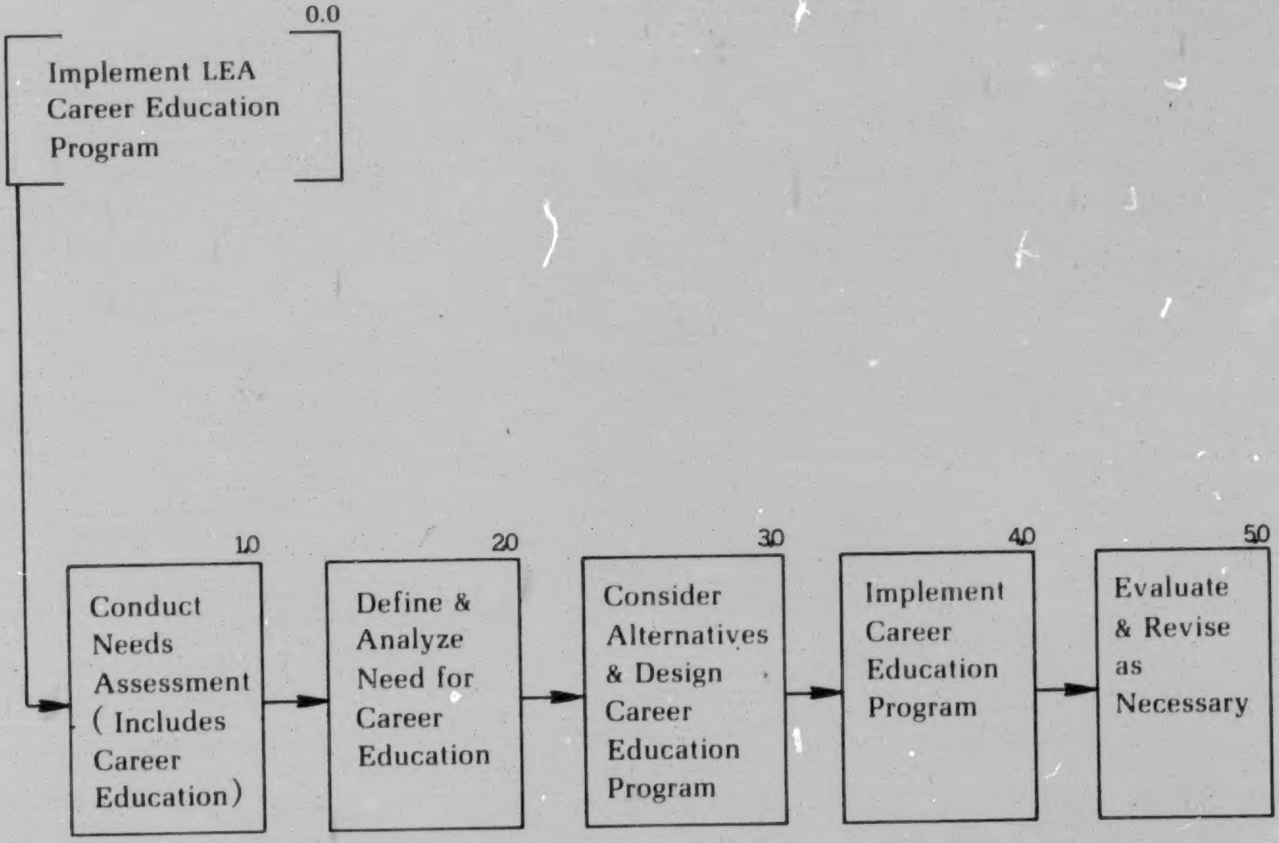
0.0
Implement LEA Career Education Program
1.0
Conduct Needs Assessment (Includes Career Education)
2.0
Define & Analyze Need for Career Education
3.0
Consider Alternatives & Design Career Education Program
4.0
Implement Career Education Program
5.0
Evaluate & Revise as Necessary

Figure 1. Steps for Implementing an LEA Career Education Program

OVERVIEW

STEP 0.0

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The following pages are excerpted from Bernarr S. Furse (editor), *Comprehensive Planning in State Education Agencies: A Multi-State Project* (Salt Lake City: Utah State Board of Education, 1968), pp. 42-46. The planning process is briefly described and illustrated. Additional materials on educational planning were developed for the "Interstate Project: Planning in State Agencies and Local Education, the Next Step," under contract with the Worldwide Education and Research Institute, Salt Lake City, Utah. Utah, Georgia, New Jersey, Oregon, and Wisconsin were the states participating in the project. Information on these materials may be obtained by writing to the Utah State Board of Education, 1400 University Club Building, Salt Lake City, Utah 84111 (Attention: Planning Director).

A Strategy for Planning

THE PLANNING PROCESS

Three distinct dimensions of inquiry are inherent in the planning process. These are:

1. To what extent can it be demonstrated that the goals and objectives of the educational system are relevant to the persistent and compelling social, cultural, and economic problems of the state, region, and nation?
2. Given relevant goals and objectives to pursue, to what extent can it be demonstrated that these goals and objectives are in fact being achieved by the educational system, both short and long term?
3. To what extent can it be demonstrated that the educational system is efficient, while achieving its principal objectives?
   (a) To what extent are resources used optimumly?
   (b) To what extent are individual pupils benefiting from the system's programs, services, and organization?
   (c) What undesired or unanticipated consequences result from the system's operations?

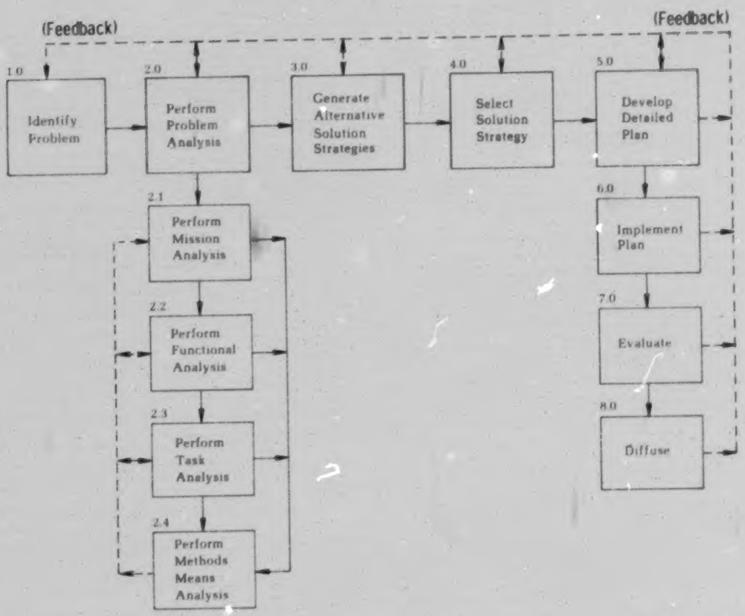
There are certain identifiable steps or phases in the planning process. This is true even though there is considerable divergence in planning quality, in the specific activities undertaken in planning, and in the depth and thoroughness of planning. The major phases of planning can be represented as shown in the flow chart model below. Additional phases could be added or other variations could be shown. However, for most planning tasks these steps would be sufficient if each one was adequately developed. Subsequent pages will detail further the tasks represented by each of the blocks in the flow chart. (See Figure 2).

1.0 Identify Problems

There are three major steps in identifying problems which need attention for the development of solutions: 1) determine "what should be," 2) identify "what is," and 3) determine the discrepancies, i.e., the differentials between "what is" and "what should be."

Determine "What should be": The foundation upon which all else is, or should be, based is an operational philosophy of education, i.e., a philosophy which is functionally used as a guide in planning various aspects of education. Ergo, the first step in determining "what should be" is to accept or develop a statement

Figure 2 The Planning Process


(Feedback)
(Feedback)
1.0
Identify Problem
2.0
Perform Problem Analysis
3.0
Generate Alternative Solution Strategies
4.0
Select Solution Strategy
5.0
Develop Detailed Plan
2.1
Perform Mission Analysis
2.2
Perform Functional Analysis
2.3
Perform Task Analysis
2.4
Perform Methods Means Analysis
6.0
Implement Plan
7.0
Evaluate
8.0
Diffuse

*Adapted from Operation PEP - a Statewide Project to Prepare Educational Planners for California of philosophy and the attendant values which are to underlie the curriculum. The superordinate objectives of education should be readily derivable from the philosophic base which is accepted; they in turn can be broken into subordinate objectives to any requisite level.

Much information and several planning tools are already available to assist in this step. From California's "Operation PEP" has come guidlines for developing philosophy and values.[1] Bloom and others have provided taxonomies which can be very helpful in the formulation of objectives.[2] Also of particular value in developing objectives are books by Mager and others on preparing objectives phrased in behavioral terms.[3] Current reports in the literature shed light on societal requirements student characteristics, and on futuristic trends. Rosove[4] has identified twenty-one methods for forecasting the future, including brainstorming, Delphi technique, expert opinion, literary fiction, scenarios, historical analogy, historical sequences, content analysis, social accounting, primary determinant, time-series extrapolation, contextual mapping, morphological analysis, relevance trees, decision matrices, deterministic models, probalistic models, gaming, operational simulation, cost-benefit analysis, and input-output tables.

The process of determining "what should be" must never be considered simply as an academic exercise. It is, without question, **the most basic and likewise the most important part of the planning process,** as well as the most neglected. The results obtained here determine the direction, the relevance, and the validity of all the efforts which follow. Determining "what should be" must be a continuous and thorough activity if education is to fulfill its responsibility to society and to individual learners.

Determine what is. Using available methods or specially developed means of appraisal best suited to assessing current programs, the next step will be to determine how well education in the state achieves the objectives, values, and philosophy which have been laid out. While undue "bad mouthing" of existing programs is undesirable at this point, the apraisal process must be conducted with a tough mindedness which accepts the fact of fallibility and is ready to recognize and declare that shortcomings do in fact exist.

Determine the Discrepancies. With **what should be** and **what is** both identified, determining the perceived discrepancy between the two is all that is necessary to pinpoint possible unmet needs, or problems. Obviously, this is an oversimplification of the problem, both in terms of the sophistication of present instruments to measure adequately, as well as the assumption that once a future goal or objective has been established that that goal remains fixed. Undoubtedly, changes in society's hopes and aspirations, emerging new technology, and numerous other influences will result in changes in **what ought to be** before the original goals are achieved.

Establish Priorities. Nevertheless, once the identification of problems has been achieved, there must follow an assessment or appraisal of their relative importance in order to establish priorities and to select the "target" problem(s) upon which solution efforts will be concentrated. Specific suggestions as to how this should be accomplished include reviewing the problem for accuracy and validity, then considering such factors as the amount of discrepancy between **what is** and **what ought to be**, as well as the relative criticality of each problem, and the feasibility of solving such problem under circumstances existing at the time of consideration.[5]

2.0 Analyze Problem

Perhaps the most rigorous and time consuming part of the problem solving process is that of **problem analysis**. The first step is to determine the major functions that must be undertaken in effecting a solution to the problem. This step, using the **system approach**, is called **mission analysis**. An overview of this and subsequent means for analyzing the target problem includes:

- Perform **Mission Analysis** which: (a) identifies the major objectives involved, (b) details the performance specifications required, (c) identifies the constraints, and (d) requires the preparation of a mission profile (a sequential flow chart of the major functions involved).
- Perform **Functional Analysis** which is the process used to determine what jobs must be done to accomplish the planning objectives.
- Perform **Task Analysis** which is a further breakdown of each job into the tasks that specify how each subfunction will be accomplished.
- Perform **Method Means Analysis** which identifies the alternative methods and/or means by which the tasks and consequently the entire mission can be accomplished.

3.0 Generate Alternative Solution Strategies

The system analysis of a given problem results in identifying the elements — the raw material — for solving that problem. But it is still necessary to develop the configuration into which those elements will be molded. This involves a creative process of synthesis to arrive at various possible strategies, or **general** plans for utilizing various resources to solve that problem. It should be emphasized that greatly detailed plans are not necessary at this point, but that this step requires only generalized descriptions of the strategies suggested. Enough detailing is required to permit cost-effectiveness analysis to the degree possible so that suggested strategies may be effectively compared with each other in term of cost vs. benefit.

4.0 Select Solution Strategy

On the basis of preliminary planning and cost-effectiveness analyses, one strategy is selected as appearing to contain a more promising solution than the others. This decision is not made by the planners but by the decision-makers based upon the data prepared by the planners.

5.0 Develop Detailed Plan for Selected Strategy

Utilizing the principles of system synthesis or system engineering, detailed plans are developed for implementing the selected strategy. Network management systems (e.g., PERT — Program Evaluation and Review Technique, and CPM — Critical Path Method) and other planning and management techniques will be highly useful at this point.

6.0 Implement Plan

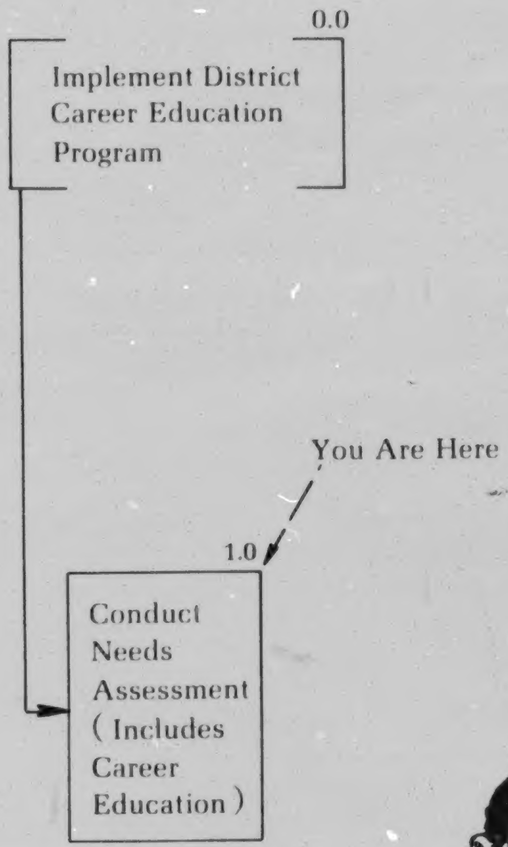
Once the plan of operation has been worked out in detail and accepted by the appropriate decision-makers, it is ready for implementation. Often a pilot program or field trial will be the first step in the implementation process. Some of the management systems utilized in the previous step will continue to provide considerable assistance during development of this phase.

7.0 Determine Strategy Effectiveness (Evaluate)

Technologically-based planning is incomplete unless a feedback loop exists to bring malfunctions to the attention of the appropriate managers, and unless that feedback is translated into modifications to eliminate, or at least reduce, the malfunctions. This is in fact the last step of the planning and development process.

8.0 Diffuse

This step is actually part of another process, but is included here to show where the planning leads. Successful strategies will be disseminated and diffused by various means to schools within the state, and perhaps elsewhere. Evaluation and feedback for revision will continue in order to maintain a dynamic system.


0.0
Implement District Career Education Program
You Are Here
1.0
Conduct Needs Assessment (Includes Career Education)

8/9

Identify Needs

Step 1.0

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This step includes materials designed to "identify the problem" — that is to determine the career education needs of learners by identifying both facts ("what is") and values ("what ought to be") and determining the difference.

Step 1.1 below is a self-contained guide for conducting a needs assessment, a *Manual of Procedures for Educators*, developed as a part of the "Interstate Project: Planning in the SEA/LEA, the Next Step." The process described was successfully used to identify learner needs in many local and regional education agencies in several states.

Step 1.2 below includes some recommended criteria for conducting a learner-based needs assessment. These criteria should assist a local education agency to design and carry out a valid needs assessment — or "needs identification."

Step 1.3 below includes several examples of needs assessment work sheets — materials to be used by citizen's advisory groups and the board of education in determining needs and developing goals and objectives. The format is only suggestive, of course.

Step 1.4 below includes excerpts from part of a broader career education needs assessment that sampled student opinions via a questionnaire.

Finally, Step 1.5 below provides an illustration of an effort to inform the community of the "need" for career education.

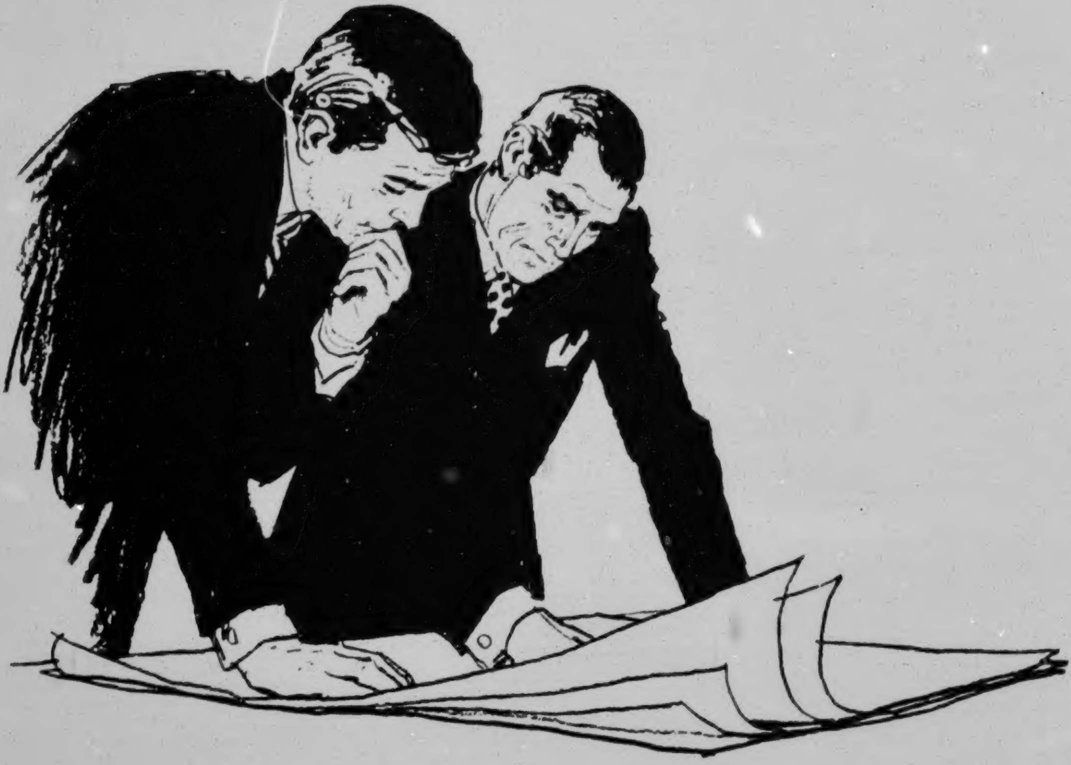
STEP 1.1

A GUIDE FOR CONDUCTING A NEEDS ASSESSMENT

The *Manual of Procedures for Educators* which follows is condensed from a "how-to-do-it" handbook or guide which was successfully used in many local education agencies in several states. It was a part of a series of related manuals on educational planning developed by the Worldwide Education and Research Institute of Salt Lake City, Utah, under contract with the Utah State Board of Education as part of the "Interstate Project: Planning in the SEA/LEA, The Next Step." Participating states were Georgia, New Jersey, Oregon, Utah, and Wisconsin.

NEEDS ASSESSMENT:

A MANUAL OF PROCEDURES FOR EDUCATORS



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Chapter II. Need Assessment: Problem and Objectives 15

Chapter III. Suggested Procedures in Conducting an Education Needs Assessment 17

Appendix A. Selected References on Need Assessment Models 25

Chapter 1. INTRODUCTION

Few inventions are initially created in their ultimate form nor are they initially designed in a way that makes them most effective. On the contrary, for even a cursory glance at such inventions as the first automobiles, airplanes, bicycles, computers, diagnostic medical or educational routines or instruments, etc. will reveal some very crude "first trys." Actually, it seems pioneering efforts merely establish new vistas of feasibility in most cases. From there on the modifications, extensions, and refinements tend to bring about gradual—or sometimes abrupt—improvements.

The need assessment model described in this booklet represents some significant improvements over former models that have been used. As a matter of fact, a deliberate and rather extensive effort was made to review all existing need assessment models throughout the United States and Canada in an effort to acquire new facets or capabilities of particular models that could possibly be incorporated into the one described herein.

Moreover, a series of performance requirements — or criteria — established by the U. S. Office of Education or by one or more states or organizations were identified and used in the redesigning of the new model. These criteria have been identified through experience with various types of need assessment models in a variety of settings in communities, regions, and states.

In the narrative description of the model designed herein, the various criteria are cited as they apply to the performance or design specifications given. Thus, the reader is enabled to see specifically how this model meets all of the various criteria.

In retrospect, this model represents significant improvements over its earlier prototypes or predecessors. While the major structural elements of the model have remained somewhat the same, the products of the present model are vastly better and they can be generated much faster and more efficiently. Time, of course, will tell what additional improvements can be made. At the present time, however, the need assessment model described herein represents the limits of the present "state of the art."

Chapter II. NEED ASSESSMENT: PROBLEM AND OBJECTIVES

The Problem. In a setting of limited resources it is not possible to resolve all problems simultaneously. Instead of trying to do a little bit on each of many problems and thus solve none of them, it is possible and advantageous to identify the most critical problems, focus the necessary resources, and resolve them.

It is in this commonsense approach of identifying and resolving the most critical problems that a needs assessment is useful. When consideration is to be given only to the most critical or highest priority problems, some systematic means must be used for determining which are these most critical problems. In short, it becomes very disconcerting to a large number of businesses, industries, and public institutions to discover that their sometimes enormous problem solving capacities are being focused on the wrong problems.

It is in this context of attempting to discover the most critical needs or problems so that resources can then be deployed in the most cost-effective manner that needs assessments are useful. In this perspective, it is readily seen that the first — and most important — step in long-range planning is a needs assessment. An adequate assessment of educational needs thus provides a solid foundation for planning and efficient problem solving. It gives strong assurance that a sustained effort will be made to thoroughly resolve the most pressing problems. It helps to avoid the vacillation of shifting emphasis and resource allocations from one problem to another without ever resolving any of them.

The needs assessment addresses itself not only to identifying the most critical needs, but also provides a rationale and systematic procedure for identifying and documenting them in such a way that they are not going to be repeatedly challenged or modified. Moreover, the needs assessment has the responsibility to express the identified and validated needs in such a way that they facilitate the subsequent steps of planning and problem solving.

In the jurisdiction for which this needs and assessment model is to be used, a series of needs will be identified with an appropriate level of criticality assigned to each one. In addition, a substantial number of relevant facts will be marshalled to document the needs and the relevant values will be appropriately identified.

These needs, together with their related facts and values, can be useful to educators in planning and in deploying resources most effectively. Moreover, they can be responsible for the inauguration of new educational practices and the deemphasis of outmoded or obsolete elements of the educational program.

Purpose of the Needs Assessment. This assessment is undertaken with the express purpose of providing ways to improve the educational program for the boys and girls of the jurisdiction. Furthermore, it is assumed that this assessment effort can not only serve as a basis for long-range planning but can serve as a kind of prototype for all schools throughout the jurisdiction. It is only by recognizing strengths and deficiencies and documenting these, plus probing for and suggesting alternatives that basic improvements can be made and the overall program strengthened. It is proposed that this assessment be conducted by professional educators of sufficient stature that it will lend credibility, meaning, and confidence to the results obtained.

Objectives. At the completion of this needs assessment effort the following objectives will be attained with a 90%/90% standard (i.e., 90% of the elements will be accomplished at a level of 90% attainment):

I. The critical needs will be identified in conformance with the criteria published in September 1970 by the U. S. Office of Education, Title III, E.S.E.A.

II. The Needs Assessment Committee will be broadly representative of the citizens, teachers, pupils, and parents of the jurisdiction and will function with efficiency (as measured by their responses) to

1. identify the critical educational needs of the region.
2. categorize these needs in terms of their priority (or criticality).
3. express relevant values — or statements of belief — that the committee can agree upon.

III. Each validated need — of which there will be not less than twenty (20) — will exhibit the following characteristics:

1. **Focus on learner needs** — It will identify learner needs, not institutional needs which are dealt with when planning solutions.
2. **Identify target groups of learners** — It will include the identifying characteristics of the learners with the need. It will point out how many, and where located, etc.
3. **Include a criterion** — Some explicit criteria for judging will be identified. These will show:
   a. where the jurisdiction currently is in relation to the needs resolution
   b. progress toward resolving the need
   c. eventual satisfaction of need.
4. **Show the criticality of the need** — In order to set priorities, an index of importance is required. This must stem from values placed on eliminating the need or at least reducing it.
5. **Indicate the maximum time allowable** — The process will specify the target date when the need must be satisfied.

IV. At least 50 copies of the following documents of 25 or more pages each will be published in format and content that will conform to high professional standards:

1. *Teaching Notes on the Instrumentation, Sampling Techniques, and Analysis of Data Used.*
2. *An Analysis of Educational Concerns.*
3. *"Working Papers" for an Operational Philosophy of Education.*
4. *Critical Educational Needs.*
5. *Recommended Action Emerging from the Educational Needs Assessment.*

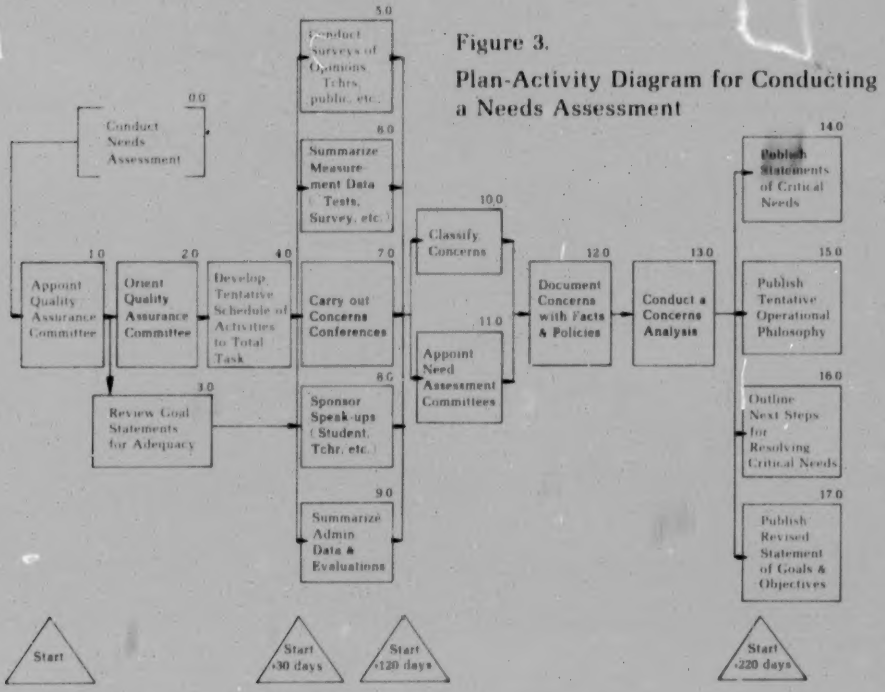
5.0
Conduct Surveys of Opinions Tchrs, public, etc.
0.0
Conduct Needs Assessment
6.0
Summarize Measurement Data (Tests, Survey, etc.)
10.0
Classify Concerns
14.0
Publish Statements of Critical Needs
1.0
Appoint Quality Assurance Committee
2.0
Orient Quality Assurance Committee
4.0
Develop Tentative Schedule of Activities to Total Task
7.0
Carry out Concerns Conferences
11.0
Appoint Need Assessment Committees
12.0
Document Concerns with Facts & Policies
13.0
Conduct a Concerns Analysis
15.0
Publish Tentative Operational Philosophy
3.0
Review Goal Statements for Adequacy
8.0
Sponsor Speak-ups (Student, Tchr, etc.)
16.0
Outline Next Steps for Resolving Critical Needs
9.0
Summarize Admin Data & Evaluations
17.0
Publish Revised Statement of Goals & Objectives
Start
Start +30 days
Start +120 days
Start +220 days

Figure 3.
Plan-Activity Diagram for Conducting a Needs Assessment

Chapter III. SUGGESTED PROCEDURES IN CONDUCTING AN EDUCATIONAL NEEDS ASSESSMENT

A description of the procedures to be carried out in this project is presented in Figure 3. In the figure a plan-activity diagram is shown in flow-chart form with all of the activities identified as they will occur sequentially within the specified time frame. In a very real sense, each activity shown in Figure 3 may be seen as a project objective. It is helpful to refer to the box numbers shown in the plan-activity diagram and relate these to a performance budget.

Prior to the commencement of fulfilling the activities shown in Figure 3, the school district—or appropriate jurisdiction — must make a commitment to the project. Only with such a commitment can there be assurance that the necessary resources (funds, personnel, time, etc.) for the project will be available.

Activity 1.0. Appoint Quality Assurance Committee

When a district has made the commitment to carry out a needs assessment, it is necessary to designate specific individuals in the district to provide the leadership and overall coordination during a district's assessment efforts. These individuals will comprise the Quality Assurance Committee. Although the Quality Assurance Committee as a group, or as individuals, may perform some of the tasks described above, their primary responsibility will be that of planning and reviewing the work of others. The size of the district will be a determining factor in establishing the size and specific responsibilities of the Quality Assurance Committee; however, to be fully effective, the committee should have representation from the following areas:

- The Board — to maintain liaison between policy and administration and also to provide means of contact with community elements.
- Community — to provide additional means of contact with community elements.
- Superintendency — to provide titular leadership and also to function as the focal point of the total staff (superintendent or representative).
- Teaching staff — to provide liaison with the teaching staff and its organization(s).
- Classified staff — to provide liaison with classified staff and its organization(s).
- Curriculum Department — to provide leadership for all levels of the curriculum.
- Business Department — to provide leadership in business areas and to coordinate fiscal aspects.
- Principalship — to provide liaison with the line school administrator.
- Students — to provide communication with that element of the community for whom the educational process is designed.
- Others, such as the directors of Pupil Personnel Services and Testing and Research as applicable.

For supplementary forms and materials, see *Needs Assessment Source Book*, section 1.0 (Salt Lake City: Worldwide Education and Research Institute, 1974).

Activity 2.0. Orient Quality Assurance Committee to Total Task.

Orientation in the purpose and concepts of a needs assessment, and key implementation tasks is a crucial step. Orientation will be focused initially upon the members of the Quality Assurance Committee, who will in turn be responsible for planning and monitoring orientation of the remainder of the staff, community and students. Seminars and workshops for orientation in the requirements of some assessment activities may be essential.

The orientation will give the Quality Assurance Committee members a working knowledge of the elements of needs assessment, particularly as a part of long range planning. The expertise gained should be sufficient to allow members to direct and participate in the development of the elements of the needs assessment activities.

For supplementary forms and materials, see *Needs Assessment Source Book*, Section 2.0, op. cit.

Activity 3.0 Review Goal Statements for Adequacy

It is essential to obtain the statement of goals and objectives of the district or jurisdiction as these are directly related to educational needs and values. Where such statements are not available intact, it is strongly recommended that a tentative list of such goals be obtained with the promise that a more complete set will be provided at the conclusion of the need assessment study.

A review of goals and objectives of a district or school will provide sections of questions to be answered or criterion to be tested as data are generated. These goals and objectives provide check points and assure completeness of coverage as data gathering instruments are formulated for use in the needs assessment efforts.

See Jefferson N. Eastmond, *Converting Educational Needs into Goals and Objectives* (Salt Lake City: Worldwide Education and Research Institute, 1971.) 60 Pp.

For an illustration of published goals and objectives, see *Needs Assessment Source Book*, section 3.0, op. cit.

Activity 4.0 Develop Tentative Schedule of Activities

Setting forth a schedule of activities is a planning exercise. It entails the calendarization of activities and the delegation of responsibility to various persons. This provides a fine opportunity to further crystalize plans and to once again bring into focus the overall dimensions of the need assessment effort. The outcome is a definite schedule which many people can refer to in coordinating their efforts during the weeks and months ahead.

For an example of a suggested type of schedule in flowchart form, together with a performance budget, see *Needs Assessment Source Book*, section 4.0, op. cit.

Activity 5.0 Conduct Surveys of Opinion

The use of scientific polling methods in recent years has provided a valuable means of ascertaining public opinion and of measuring the level of public understanding of committees as well as that of school personnel and pupils. Indeed it can be stated that opinion polls are one of the most valuable tools in the assessment of educational needs. In addition, polls may be seen as a device whereby one can strengthen the democratic process through the sharing of decision making and policy formulation in the schools.

For a do-it-yourself guide on polling see Jefferson N. Eastmond, *Conducting Public Opinion Surveys in School Systems* (Salt Lake City: Worldwide Education Research Institute, 1974). Pp. 41.

For a broad selection of survey questions, questionnaires (including picture-types), interview schedules, answer sheets, directions for interviewers, introductory and follow-up letters, etc., see *Needs Assessment Source Book*, section 5.0, op. cit.

Activity 6.0. Summarize Test and Measurement Data

Tests and/or surveys measure differences between individuals and/or groups or schools. Tests and measurements provide ways to assess learning and pupil learning is considered to be the object of education. It is important that such measurements be comprehensive, accurate, and understandable. Frequently checks must be made to see that the measurements include all domains. That is, the cognitive, the affective, and the psychomotor.

For suggestions, techniques, considerations, examples, and recommendations for using test and measurement data, and for a step by step guide on measurement and evaluation for need assessment, see Jefferson N. Eastmond, and Peggy Foard, *The Use of Tests and Measurements in Educational Needs Assessments* (Salt Lake City: Worldwide Education Research Institute, 1974), Pp. 48.

Activity 7.0 Carry Out Concerns Conference

In any community there exists, often without conscious knowledge on the part of the citizens, problems that may be seen as emerging educational needs of those individuals who make up the community. Some in existence for some time, have not been adequately identified or solved. A concerns conference is an organized attempt to identify these problems in the community or others that are currently emerging or likely to arise out of the trends that may be observed. It is a way to systematically tap the ideas and perceptions of a great number of people in a very short time. In general, the conference calls together several hundred persons to be addressed by an individual of prestige who orients them in general terms for their work. Thereafter, the large convocation is broken up into small discussion groups and from these will come several hundred ideas, each on a separate card, that identifies problems in the field of education as well as opinions of committee members and suggestions for meeting these needs.

For a detailed outline of steps, techniques, forms, and other suggestions for use in carrying out a concerns conference, see Jefferson N. Eastmond, *Procedures for Harvesting Educational Concerns* (Salt Lake City: Worldwide Education and Research Institute, 1974), 40 Pp.

Activity 8.0. Sponsor Speak-Ups

It is frequently advantageous to organize groups of students and in some cases members of the school staff in such a way that their expressions are solicited in the identification of educational needs. The most common approach is to organize students typically in the junior or senior high school in such a way that they work cooperatively to identify the most pressing educational needs of their school situation. This is most frequently done without a teacher or school official present during the students' deliberations. The expressions thus represent the uninhibited identification of needs by those who are the recipients of the educational process.

Suggested procedures and forms, together with illustrations from various "speak up" experiences may be found in Jefferson N. Eastmond, *Procedures for Harvesting Educational Concerns* (Salt Lake City: Worldwide Education and Research Institute, 1974). 46 pp.

Activity 9.0 Summarize Administrative Data and Evaluations

Typically there are a number of studies, surveys, or other kinds of documentation available on a school district that need to be reviewed, condensed, or put in different format to maximize their usefulness. In addition, it is often useful to interview key administrative or instructional personnel in order to identify various types of administrative data on schools. It is advantageous to marshal all of this type of factual data and trends on such items as population, enrollment, finance, school plant and equipment, personnel, transportation, etc. All of this information can be extremely useful in the identification and documentation of educational needs.

For additional suggestions and forms, see same source as cited for Activity 8.0.

Activity 10.0 Classify Concerns

In the classification of concerns or expressed needs, it is important to attempt to assure objectivity and validity. This can be done by (a) not forcing the concerns into any pre-conceived framework or system of categories and (b) utilizing relatively disinterested or unbiased personnel in carrying out the classification. The simplest and most frequently used methods of classifying educational concerns consists of writing each concern on a three inch by five inch card and then sorting out these cards into stacks where they seem to fit because of content relationship.

The classification of more than 200 concerns that emerged from a large needs assessment is presented in *Needs Assessment Source Book*, section 10.0, op. cit.

Activity 11.0 Appoint Needs Assessment Committees

The appointment of the Task Forces or Need Assessment Committees to process the various concerns into critical educational needs is crucially important. Appointments are best made after an analysis of the community or jurisdiction has been completed.

It is advantageous to make committee appointments on a large two-way grid. On the one axis can be listed the type of position or group represented by the person; on the other axis are listed such factors as ethnic background, sex, religion, geographic location, occupation, and other factors that should be given consideration within a given community.

The appointment of members on the needs assessment committees should be preceded by a thorough analysis of the community or jurisdiction served. Suggestions for carrying out this analysis and then making selections of committee members may be found in Jefferson N. Eastmond and others, *Guidelines for Conducting A Community Analysis* (Salt Lake City: Worldwide Education Research Institute, 1971). Pp. 37.

Sample letters of appointment, charges to the needs assessment committee, and other orientation materials may be found in Needs Assessment Source Book, section 11.0, op. cit.

Activity 12.0. Document Concerns With Facts and Policies

Prior to convening the needs assessment committee a great deal of preliminary work can be done advantageously. This entails the development of work sheets for the committee's consideration and deliberations.

All of the concerns that have been gathered and classified must be documented with facts and policies. This gives the committee immediate access to all existing data and relevant information pertaining to a given concern. If such documentation is done well, it may save hours of committee time and substantially improve the quality of the concerns analysis. The following pages provide illustrations of the format and kinds of data that can advantageously be compiled for every concern.

Activity 13.0 Conduct a Concerns Analysis

When the needs assessment committee is convened it has the task of winnowing out the critical needs from all of the classified and documented concerns. Additional concerns will undoubtedly be generated by various committee members. These are processed through the same procedure as the concerns harvested systematically on a community-wide basis through polls, a review of literature, research, etc.

As a result of the concerns analysis by the committee, the following should be available at the conclusion of the sessions:

1. The committee's identification of the critical education needs of the region.
2. A categorizing of these needs in terms of their priority (or criticality).
3. The expressed values — or statements of belief — that the committee can agree upon.
4. A summary of suggestions made by the committee for resolving the educational needs that have been identified.

For a detailed description of the procedures used in the concerns analysis, see Jefferson N. Eastmond, *Need Assessment, Winnowing Expressed Concerns for Critical Needs in Education* (Salt Lake City: Worldwide Education and Research Institute, 1971), 37 pp.

Activity 14.0 Publish Statements of Critical Needs.

A summary of the need statements should be prepared, preferably in summary and diagramatic format. It is usually advantageous to publish these without including the facts, policies, and values attached.

For an example of the publication of critical needs see Jefferson N. Eastmond, *Critical Educational Needs in Idaho, 1970*, August 1970). 41 pp; Jefferson N. Eastmond, *Tentative Ranking of Educational Needs in Idaho, 1969*, September 1969), 20 pp.

Activity 15.0 Publish an Operational Philosophy from the Agreed-upon Value Statements.

In its deliberations, the need assessment committee will have analyzed several concerns into critical needs. Moreover, it will have made explicit all of its agreed-upon value statements. By collecting all such statements and then reclassifying them according to functional categories, a value bank can be organized. This may serve as the basis—a skeleton—for a more complete value bank or operational philosophy that can be compiled in the future. It can be helpful in decision making and can serve as a guidance mechanism in long-range planning.

For examples of publications on an operational philosophy, see Jefferson N. Eastmond, *Working Papers for an Operational Philosophy of Education for Idaho Public Schools*, September, 1969). 29 pp.; Jefferson N. Eastmond, *Expanded "Working Papers" for an Operational Philosophy of Education in Idaho Schools*, August 1970). 57 pp.

CONCERN: Student respect for authority is decreasing.

FACTS	POLICIES	VALUES

Student respect for authority (45) (#1:7)

	9th Gr.	12th Gr.	Parents
Is increasing	11%	11%	8%
Fairly stable over the years	33%	42%	44%
Is decreasing	43%	40%	38%
Undecided	11%	6%	6%
No response	1%	1%	4%

Student respect for authority (2) (#2:7)

	Teachers			
	Elem.	Jr.	Sr.	Admins.
Is increasing	6%	6%	5%	1%
Fairly stable over the years	21%	18%	27%	32%
Is decreasing	73%	74%	68%	65%
No response	1%	1%	0%	2%

Student respect for authority was identified as a major concern of Salt Lake City teachers (rank 3). Furthermore, three-fourths of all elementary and junior high school teachers believed that such respect for authority was decreasing. Some two-thirds of all high school teachers and administrators agreed that respect for authority is decreasing.

According to local businessmen and employers, student respect for authority (15) (#3:8) is:

Very good	5%
Adequate	47%
Inadequate	49%
No response	0%

VALIDATED NEED:

CIRCLE ONE:

1. Extremely critical
2. Very critical
3. Important but can wait
4. Not critical or important
5. Undecided or unknown

CONCERN: SLC schools do a poor job in preparing students to get along with others.

FACTS	POLICIES	VALUES

In preparing students to get along with others (52) (#1:7)

	9th Gr.	12th Gr.	Parents
Schools do a very good job	17%	19%	20%
Schools do a fairly good job	46%	56%	63%
Schools do a poor job	27%	17%	9%
Undecided	8%	6%	4%
No response	1%	2%	3%

Preparing students to get along with others (15) (#2:24)

	Teachers			
	Elem.	Jr.	Sr.	Admins.
Schools do a very good job	24%	17%	20%	25%
Schools do a fairly good job	69%	75%	72%	67%
Schools do a poor job	6%	8%	6%	7%
No response	1%	1%	1%	2%

According to local employers, schools help provide students with the ability to get along with their employer (10) (#3:13)

Very well	0%
Adequately	93%
Inadequately	5%
No response	2%

According to local employers in preparing students to get along with others (32) (#3:10)

Schools do a very good job	9%
Schools do a fairly good job	86%
Schools do a poor job	5%
No response	0%

VALIDATED NEED:

CIRCLE ONE:

1. Extremely critical
2. Very critical
3. Important but can wait
4. Not critical or important
5. Undecided or unknown

CONCERN: School discipline is inadequate.

FACTS

Student discipline (18) (#2:7)

	Teachers			
	Elem.	Jr.	Sr.	Adminis.
Very good	15%	11%	9%	15%
Adequate	53%	51%	45%	14%
Inadequate	32%	37%	45%	14%
No response	1%	1%	2%	2%

According to local businessmen and employers, the discipline in the schools is (36) (#3:15)

Very strict	5%
About right	56%
Not strict enough	30%
No response	9%

State Office Survey of Classroom Discipline in SLC Schools (#9:35-36)

Procedure. A survey instrument was designed to determine if discipline is a problem. Fifty-six elementary teachers, thirty-six secondary teachers, twelve secondary principals, and eight elementary principals responded to it. In addition, a member of the School Office Task Force on Instruction observed for one hour in each of twenty classrooms to determine the commitment of students to the learning task. They also interviewed five students in each of these classes to determine if students knew the purpose of the activity in which they were engaged.

Findings: It was found that:

1. 42% of the teachers felt that discipline was not a problem and 58% felt that it was.
2. That teachers do not have a clear definition or concept of what discipline is.
3. That teachers felt that students usually or always respond positively to instruction.
4. That students understood the purpose of the activity that they were engaged in.
5. That the majority of teachers felt that the longest period of time they could be absent from class and depend on a high level learning situation in the classroom was 10 minutes.
6. That an average of 35% of the students were not committed to the learning task during an hour's observation by the State School Office Task Force members.

POLICIES

VALUES

Need uniform behavioral goals

Need a study of students we lose each year because of discipline

Students display "You can't do anything to me" attitude

Teachers and administrators too timid to demand proper behavior

VALIDATED NEED:

CIRCLE ONE:

1. Extremely critical
2. Very critical
3. Important but can wait
4. Not critical or important
5. Undecided or unknown

Activity 16.0. Outline Next Steps for Resolving the Critical Needs

It is advantageous at the conclusion of the need assessment activities to sketch out the procedures to be followed in resolving the identified needs. This projects community thinking forward and allows the inertia already obtained to be productively channeled into essential subsequent steps.

For an example of a publication outlining next steps, see Jefferson N. Eastmond, *Recommended Action Emerging from Project IDEAS*, August 1970), 15 pp.

Activity 17.0. Publish a Revised Statement of Goals and Objectives.

The validated need statements lend themselves most usefully to a refashioning into a very useful set of goals and objectives. Moreover, by following a recommended format, the end-product serves usefully into a program-planning-budgeting system (PPBS).

For detailed procedures on how to revise critical needs into educational goals and objectives, see Jefferson N. Eastmond, *Converting Educational Needs into Goals and Objectives* (Salt Lake City: Worldwide Education and Research Institute, 1974), 24 pp.

APPENDIX A

SELECTED REFERENCES ON NEED ASSESSMENT MODELS

In order to design the finest model, a review was made of need assessment models used throughout the United States and Canada. To facilitate this review, the Information Retrieval Center, Northern Colorado Educational Board of Cooperative Services, Boulder, Colorado conducted a search:

Retrieval number 1692-70
Educational Need Assessment Models 1
December 1970: Jefferson N. Eastmond

Based on this search, together with a review of materials in a number of libraries, the following publications are cited as being most helpful, or useful as reference sources:

I. GENERAL SOURCES

1. Worldwide Education and Research Institute. *Need Assessment: Winnowing Expressed Concerns for Critical Needs in Education.* (Second Edition). 1970. 64 pp.
2. ———. *Developing an Operational Philosophy of Education.* 1969. 67 pp.
3. ———. *Societal Trends and Factual Considerations for a Concerns Analysis.* 1969. 28 pp.
4. ———. *Modeling.* 1969. 84 pp.
5. Kaufman, Roger A., Robert E. Corrigan and Donald W. Johnson, "Towards Educational Responsiveness to Society's Needs: A Tentative Utility Model," *Socioeconomic Planning Science.* Vol. 3 (1969). pp. 151-157.
6. W. James Popham, "Need Assessment," U.S. Office of Education Conference for Title III, E.S.E.A., *Proceedings.* June, 1970. pp. 52-58.
7. Robert K. Lamb, "Suggestions for a Study of Your Hometown," *Human Organization.* Summer 1952.

II. CALIFORNIA

1. Santa Clara County PACE Center. *An Assessment of Educational Needs of Santa Clara County: A Summary.* San Jose: PACE Center, 1968.
2. Ray L. Sweigert, Jr., *The First Step in Educational Problem Solving — A Systematic Assessment of Student Benefits.* Sacramento: California State Department of Education, 1969. 54 pp.

III. COLORADO

1. *A Plan for Determining Colorado's Educational Needs.* Denver: State Department of Education, 1969. 14 pp. (mimeo.)

IV. FRESNO CITY NEED ASSESSMENT STUDIES

The following studies were generated by a Title III, E.S.E.A. Project DESIGN, and are available from the Supt. of Schools, Fresno Unified School District, Fresno, California:

Staff Research Reports

1. Brainstorm — Needs Perceived by School Staff
2. Speak-Up — Needs Perceived by Community
3. Student Speak-Up — Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center — EDICT)

8. & 9. Other County School Needs Survey Reports (EDICT)

FRESNO TASK FORCE REPORTS

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes
29. Conclusions from the Need Assessment Publications
30. Summary—Fresno Educational Needs Assessment

V. IDAHO STATEWIDE AND REGIONAL NEED ASSESSMENT STUDIES

Copies of the following studies are available from the Director, Title III, E.S.E.A., Idaho State Department of Education, Boise, Idaho:

1. Worldwide Education and Research Institute. *A Preliminary Compilation of Educational Concerns in Idaho.* August 1969. 38 pp.
2. ———, *A Preliminary Analysis of Educational Concerns in Idaho, 1969.* September, 1969. 55 pp.
3. ———, *Working Papers for an Operational Philosophy of Education for Idaho Public Schools.* September, 1969. 29 pp.
4. ———, *Tentative Ranking of Educational Needs in Idaho, 1969.* September, 1969. 20 pp.
5. ———, *An Assessment of Educational Needs in the Snake River Valley of Idaho.* July 1970. 57 pp.
6. ———, *An Assessment of Educational Needs in South-Eastern Idaho.* July 1970. 62 pp.
7. ———, *An Assessment of Educational Needs in the Panhandle Region of Idaho.* August 1970. 55 pp.
8. ———, *An Assessment of Educational Needs in the Boise-Valley Region of Idaho.* August 1970. 57 pp.
9. ———, *An Assessment of Educational Needs in the Magic Valley Region of Idaho.* August 1970. 61 pp.
10. ———, *Technical Notes on the Instrumentation, Sampling Techniques, and Analysis of Data Used in Project IDEAS.* August 1970. 90 pp.

11. ———. *An Analysis of Educational Concerns in the State of Idaho.* August 1970. 98 pp.
12. ———. *Expanded "Working Papers" for an Operational Philosophy of Education in Idaho Schools.* August 1970. 57 pp.
13. ———. *Critical Educational Needs in Idaho, 1970.* August 1970. 41 pp.
14. ———. *Recommended Action Emerging from Project IDEAS.* August 1970. 15 pp.

VI. NEVADA

An Assessment of Educational Needs in Nevada. Carson City: State Department of Education, 1970.

VII. SALT LAKE CITY NEED ASSESSMENT STUDY

The following studies were published in early 1970 by the Utah State Superintendent of Public Instruction. It is the findings, conclusion and recommendations of these studies that are reported as concerns, facts and policies and are available from the Superintendent of Schools, Salt Lake City, Utah.

1. *Parent and Student Concerns about Salt Lake City Schools* (45 pages)
2. *Teacher, Counselor, and Administrator Concerns about Salt Lake City Schools* (67 pages)
3. *Employer and Selected Citizen Views of Salt Lake City Schools* (86 pages)
4. *Pupil Personnel Services and School Lunch* (37 pages)
5. *Student Achievement* (42 pages)
6. *Relationships Within the District and Instructional Personnel* (47 pages)
7. *Students Speak Out About Salt Lake City Schools* (40 pages)
8. *Salt Lake City School District Survey of School Facilities* (23 pages)
9. *School Programs and Instructional Procedures* (79 pages)
10. *A Summary of Facts and Policies Related to the Salt Lake City School District* (31 pages)
11. *Financing Salt Lake City Schools* (39 pages)
12. *Concerns About Salt Lake City Schools — A Summary* (54 pages)

The following publications were developed by or for the use of eight professional-lay-pupil task forces in serving as need assessment committees during late 1970:

13. *A Compilation of Educational Concerns about Salt Lake City Schools.* 188 pp.
14. *An Analysis of Concerns About Schools in Salt Lake City.* 97 pp.
15. *Critical Needs of Salt Lake City Schools.* 29 pp.
16. *Working Papers for an Operational Philosophy of Education in Salt Lake City Schools.* 27 pp.
17. *Recommended Action Emerging from the Salt Lake City Need Assessment Study.* 13 pp.

VIII. UTAH

1. Education Planning Unit. *Needs Assessment Study of Utah Education, 1969.* Salt Lake City: Utah State Board of Education, 1969. 20 pp.
2. *A Study of Educational Concerns in the North Sevier High School Attendance Area.* Salt Lake City: Utah State Board of Education, 1970. 83 pp.
3. Division of Research and Innovation. *Uintah School District Feasibility Study: A Need Assessment Model.* Salt Lake City: Utah State Board of Education, 1970. 6 pp.

IX. WYOMING

Booz, Allen and Hamilton. *Recommended Organization for Wyoming Public Elementary and Secondary School Education.* Cheyenne: State Department of Education, 1969. 49 pp.

STEP 1.2

CRITERIA FOR NEEDS ASSESSMENT

This step suggests criteria for conducting an adequate needs assessment — a learner-based needs assessment. These criteria relate to the process described in the *Manual of Procedures for Educators* in Step 1.1 above.

BEST COPY AVAILABLE

The following criteria suggest a standard for an adequate career education needs assessment:

I. Criteria of the Interstate Education Resource Service Center (Salt Lake City):

1. The Needs Assessment Model must meet the following criteria:
   - (a) Be capable of generating and distinguishing between learner and institutional needs and must consider all aspects of education.
   - (b) Produce data in standard formats that are comparable by regions and statewide.
   - (c) Be repeatable in such a way that the replication assures reliability.
   - (d) Be capable of validating needs in quantifiable terms.
   - (e) Provide specific criteria for evaluating needs in terms of accuracy, reliability, validity, feasibility, criticality.
   - (f) Generate validated needs in a format that makes them immediately useful in the long-range planning efforts of local districts and/or the State Education Agency.

II. Criteria of the U.S. Office of Education, Title III, ESEA (SPB Sept. 30, 1970)

1. The need assessment strategy should conform to the following considerations about planning, management, and resources of the State Education Agency (or local education agency):
   - (a) Are the **personnel** involved in the program knowledgeable about evaluation, systems design, survey research statistics and measurement theory, sampling and data processing techniques?
   - (b) Have sufficient **funds** been alloted to adequately accomplish a comprehensive educational needs assessment?
   - (c) Has there been Department-wide **involvement** in the planning?
   - (d) Are lines of **communication and responsibility** clearly established?
   - (e) Is the Department, the Chief State School Officer, the Title III State Advisory Council, and the State Board of Education (or all of these local counterparts) **committed** to the needs assessment and its potential results?
2. The Strategy used should meet the following criteria:
   - (a) Does the overall **concept of educational needs assessment** define an educational need as the difference between the current status of the learner and the desired learner outcomes?
   - (b) Does the assessment strategy include both **long and short range objectives?**
   - (c) Does the Strategy include **specific activities** which have been designed **to achieve each objective** included in the strategy?
   - (d) Does the Strategy include a **time frame** for accomplishing each activity?
   - (e) Is the strategy sufficiently constructed so as to consider all the **required elements?**
   - (f) Are **student learning goals** established for the purpose of determining children's needs through the educational needs assessment?
   - (g) Are the student learning goals behaviorally stated and representative of **cognitive, affective,** and **psychomotor** learning?
   - (h) Are the student learning goals sufficiently refined to make them **measurable objectives?**
   - (i) Does the strategy include provisions for collecting data about student learning objectives into three categories:
     - (A) **perceptions** of the community (including business and industry) educators, and the learner, with regard to the relevance and importance of these objectives.
     - (B) **criterion** based test instruments to determine the extent to which student learning objectives have been achieved.
     - (C) relevant **demographic** data about the learner?
   - (j) Does the strategy include provisions for a data sample from which **validity** can be determined? (i.e., that is, are we measuring what we purport to measure.)
   - (k) Does the strategy include provisions for a data sample from which **reliability** can be determined? (i.e., that is, are we measuring accurately and consistently.)
   - (l) Does the needs assessment strategy include provisions for collecting appropriate information on specific subpopulations?
   - (m) Does the strategy include provisions to assure that the data collected is **manageable** and **current?**
   - (n) Have the **instruments** which are designed to collect data been **tested** thoroughly on a pilot basis?
   - (o) Have procedures for **analyzing data** been thoroughly tested to determine if all data collected can be appropriately utilized and treated?
   - (p) Can the **conclusions** drawn from the interpretation of data be **supported?**
   - (q) Are there **logical and defensable procedures** established for determining **criticality** of educational needs identified by data for the State as a whole and for each district?

III. Guidelines of the Idaho Need Assessment. The Title III State Committee in Idaho outlined a series of goals or aims to be achieved in a total needs assessment effort. Any evaluation of a need assessment's effectiveness can largely be judged on the basis of these goals or criteria:

1. The identified needs would be judged as highly relevant and resolving them would be reasonably feasible.
2. The efforts would actively involve a large number of people and would provide opportunities for them to gain new insights and change their perceptions of the real needs of education.
3. The opinion surveys and regional committee deliberations were to cover every segment of the population, reach into every sector of the state, and consider every type of educational concern.
4. Deliberations were to show that thought and discussions penetrated into the basic levels of educational need and went deeply into the roots of possible institutional change.
5. Some evidence would indicate a desire or commitment to continue participation in the resolution of the identified needs, or at least a willingness on the part of the participants to launch out into efforts to bring about some significant changes.
6. The facts and objective information used in the deliberations and judgments were accurate, relevant, and extensive.
7. The values of the assessment committees were made explicit and were identified in such a way that their relationships to the judgments made were direct and apparent.
8. Some evidence is provided that local school districts are "ready" to do local need assessments based on the available data and the statewide model as a pilot program.
9. The total effort should point out convincingly that the assessment of critical needs in education is a continuous or cyclical process because of changing perceptions of what is possible and desirable within the context of social, economic, and political realities.
10. Clear differentiations should be made as to the level of needs identified so that needs of local districts are clearly separated from those of a region or those of the total state.

STEP 1.3

EXAMPLES OF NEEDS ASSESSMENT WORK SHEETS

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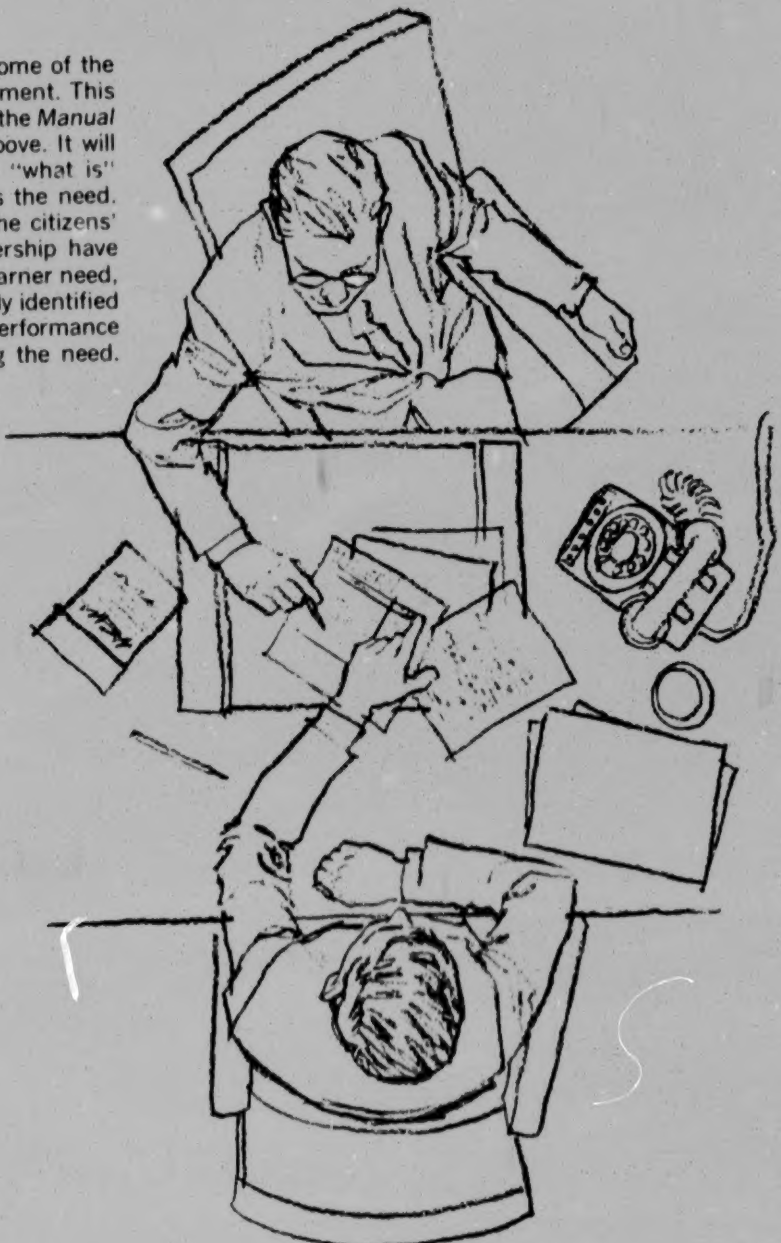
The following work sheets illustrate some of the types of data generated by a needs assessment. This data resulted from the process described in the *Manual of Procedures for Educators* in Step 1.1 above. It will be observed that the difference between "what is" (facts) and "what ought to be" (values) is the need. This need has been "validated"—that is the citizens' advisory committee and the district leadership have determined the priority (criticality) of the learner need, set a date for the need to be resolved, clearly identified the target population, and determined performance criteria for measuring success in meeting the need.



CONCERN: Young people need to learn how to solve problems.

FACTS
(What is and what will be)

Boise Opinionnaire Results #22

Percent Responding

	Parents	Non Parents	Teacher	Administrators	9th grade	12th grade
	N = 181	N = 80	N = 257	N = 17	N = 367	N = 348
Very Successful	11%	5%	5%	18%	10%	10%
Usually Successful	54	41	58	71	42	35
Seldom Successful	25	24	26	12	28	29
Unsuccessful	4	13	7	0	14	22
Don't Know	5	17	2	0	5	3

The difference in the percentages between 9th and 12th grade students reported on the opinion questionnaire would indicate that there is a deficiency in teaching problem solving techniques in Boise schools.

Initial results of National assessment indicate that problem solving skills are generally lacking for all age levels, in all races, and in every socio-economic group.

It is generally agreed that learning cannot be considered complete until information and skills acquired can be applied successfully to solve new problems.

Supervisory personnel indicate that most of the new curriculum approaches emphasize inquiry and problem solving.

VALUES
(What ought to be)

We believe:

Students should be able to apply whatever they have learned to new situations in a systematic manner.

There is no one way to solve problems.

Learning should be inquiry oriented emphasizing problem solving techniques.

Learning should not be "answered oriented," but "process oriented."

Problem solving approaches should be a part of life, not preparation for life.

VALIDATED NEED:

Learner need: Learners need to develop reasoning skills and to be able to apply successfully various problem solving techniques.

Target population: All students, K-12.

Criterion: This need will be resolved when (a) at least 75% of students score at or above the 50th percentile on a standardized test of problem solving skills; (b) all students participate in at least two of the new inquiry based curriculum projects per grade level; and (c) at least 70% of the students score 50% or better on an application of process skills examination.

Criticality: Extremely critical (1).

Date need is to be resolved: June 1, 1977.

CONCERN: Schools must provide adequate career education and guidance.

FACTS
(What is and what will be)

Boise Opinionnaire Results #64: Our School is:

Percent Responding

	Parents	Non Parents	Teacher	Administrators	9th grade	12th grade
	N = 81	N = 80	N = 257	N = 17	N = 367	N = 348
Very Successful	7%	6%	4%	6%	11%	13%
Usually Successful	25	24	22	24	30	28
Seldom Successful	20	25	21	53	24	27
Unsuccessful	19	24	24	18	13	20
Don't Know	29	21	29	0	23	12

Authorities in the field of career education indicate that (a) too many youngsters presently go on to college when the current need is for more youngsters to enter business and industry; (b) many youngsters drop out of high school because they are not stimulated by regular academic classes and the secondary school does not have an adequate program of course offerings to provide these youngsters with a meaningful alternative, and (c) for the youngster who is not doing well in the traditional academic program of the high school, enrolling him in alternative courses will frequently stimulate his lagging performance in the academic classes.

Local administrative personnel report that (a) $57,000 will be spent this year in developing career education at the elementary school level; (b) $225,000 spent this year in furthering career education at the junior high level; and (c) $250,000 will be spent this year in advancing programs of career education at the senior high level.

An estimated 35% of students are not college bound.

Up to the present time, career guidance has been primarily for the college bound student in high schools.

Even though the current need is for more career education and less college orientation, a real hurdle in getting more students interested in programs of career education is that parents and students alike give inferior status to such programs, being roughly equated with lower intelligence.

VALUES
(What ought to be)

We Believe:

All children in the public schools should be exposed to career education beginning at the elementary level and continuing through high school.

Career guidance counseling could be done effectively with groups of students and thereby conserve the time of the counselor to work with more serious problems on an individual basis.

The status of careers other than college-oriented in the eyes of both public and students must be dramatically improved.

In career counseling, the monetary value of job related skills should be emphasized more.

More good career-related course offerings will reduce the dropout rate.

Optional career education-related programs should be offered during the summer months. Such a program could ideally be supported by the local business community.

Career education should be integrated into the existing curriculum.

A pilot program in career education which emphasizes exposure for elementary students, exploration for junior high students, and experience for senior high students should be established as quickly as possible to point the way for the full scale program in the schools.

VALIDATED NEED:

Learner need: Learners need to acquire skills related to the world of work and to learn about career opportunities in modern American society.

Target population: All students, K-12 (exposure for elementary students; exploration for junior high school students; and experience for senior high students.)

Criterion: This need will be resolved when (1) at least 75% of students polled feel that their exposure in school to career education was considered adequate; (2) an evaluation of a pilot program by educators has indicated success; (3) the pilot program has been successfully expanded to all schools, and (4) a survey of public and students indicates that the status of career education has been improved.

Criticality: Extremely critical (1).

Date need is to resolved: June 1, 1974.

CONCERN: Young people should learn homemaking skills and attitudes.

FACTS
(What is and what will be)

Boise Opinionnaire Results #23

Percent Responding

	Parents	Non Parents	Teacher	Administrator	9th grade	12th grade
	N = 181	N = 80	N = 257	N = 17	N = 367	N = 348
Very Successful	7%	11%	5%	12%	16%	16%
Usually Successful	45	32	58	47	38	38
Seldom Successful	20	16	26	24	20	18
Unsuccessful	8	9	7	6	6	7
Don't Know	20	31	2	12	19	21

Appropriate homemaking courses are not presently available for at least 75% of the students.

Traditionally, boys have not been encouraged to take homemaking courses.

Authorities believe that there is a rapidly changing technology and increased mobility in American society which places new demands upon the school.

These same authorities report that the wide variety of products and services available in our society makes it very difficult for both old and young people to purchase goods and services wisely.

VALUES
(What ought to be)

We believe:

Homemaking should be a part of every person's learning.

The rapidly changing role of women in American society requires a new approach to homemaking for both males and females.

The changing technology and increased mobility in American society requires a greater emphasis on survival skills.

Young people need sound knowledge of consumer facts and principles.

VALIDATED NEED:

Learner need: All learners need to develop good homemaking skills and attitudes.

Target population: All students (including boys).

Criterion: This need will be resolved when (a) 75% of students have successfully completed a course of their choosing related to homemaking skills; (b) 75% of students completing the program achieve 80% or better on a self inventory skill development instrument; and (c) 80% of the students are ranked as excellent on a practical skills exercise.

Criticality: Fairly critical (2).

Date need is to be resolved: June 1, 1976.

STEP 1.4

EXAMPLE OF CAREER EDUCATION NEEDS ASSESSMENT

Following is an example of typical data gathered in a career needs assessment using a questionnaire administered to various grade of students in the Portland (Oregon) Public Schools. The results are excerpted from a much longer document and the pages included herein are only intended as samples of results of survey data generated as part of a broader needs assessment. The results should assist district leadership in identifying the underlying learner needs and in the rest of the steps of educational planning.

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OREGON MUTUALITY OF PLANNING

Learner-Based Needs Assessment Data in Percentage of Response
Marshall High School, Marysville Elementary School and
Binnsmead Middle School, Portland, Oregon

1972 Assessment

Northwest Regional Educational Laboratory
Lindsay Building/710 S. W. Second Avenue
Portland, Oregon 97204
(503) 224-3650

PREFACE

This report consists of the three-school compilation of data generated by the learner-based needs assessment administered in May 1972 as part of the Oregon Mutuality of Planning Project. All data are expressed in percentages of students answering each question.

The total number of students participating in the needs assessment at each school were:

Marshall High School twelfth graders	- 157
Marysville Elementary School eighth graders	- 75
Binnsmead Middle School eighth graders	- 175

STUDENT CAREER SELECTION

	1. PIE IN THE SKY			11. PLAN TO TRY FOR			21. THE REAL WORLD		
Career Category	Marshall	Marysville	Binnsmead	Marshall	Marysville	Binnsmead	Marshall	Marysville	Binnsmead
1. Art	3.3	12.3	8.0	1.4	5.4	9.9	2.0	6.7	6.4
2. Business Relations	5.3	1.3	1.7	3.4	—	1.2	2.7	—	1.2
3. Clerical	17.1	10.9	8.6	23.0	12.1	7.0	23.1	13.3	10.5
4. Counseling, Guidance, Social Work	11.8	8.2	2.8	11.5	6.7	4.0	6.8	9.3	2.3
5. Crafts	7.2	4.1	7.4	7.4	6.7	9.3	7.5	2.7	8.7
6. Education and Training	5.3	5.4	4.6	6.1	6.7	6.4	7.5	5.3	5.8
7. Elemental Work	—	—	—	—	16.2	—	—	—	—
8. Entertainment	15.1	10.9	13.2	8.8	4.0	11.0	6.8	12.0	9.9
9. Farming	4.6	1.3	2.8	3.4	4.0	1.7	5.4	1.3	1.7
10. Investigating, Inspecting, Testing	2.6	2.7	5.1	0.7	4.0	2.4	0.7	4.0	2.9
11. Law and Law Enforcement	2.0	12.3	4.0	6.7	6.7	4.1	4.1	4.0	4.7
12. Machine Work	2.0	8.2	11.4	2.7	1.3	8.7	3.4	9.3	8.7
13. Managerial and Supervisory	0.7	1.3	—	—	5.4	1.2	—	1.3	0.6
14. Mathematics and Science	5.3	2.7	4.6	5.4	—	1.7	2.7	4.0	1.7
15. Merchandising	1.3	—	2.3	0.7	—	2.9	2.0	—	2.9
16. Music	—	—	—	—	2.7	—	—	—	—
17. Personal Service	4.6	5.4	6.9	6.7	4.0	9.3	12.2	10.7	11.0
18. Photography and Communications	—	4.1	0.6	—	1.3	1.2	—	1.3	0.6
19. Transportation	0.7	2.7	—	—	2.7	0.6	—	4.0	1.2
20. Writing	2.6	1.3	0.6	2.0	1.3	—	2.7	2.7	1.7
21. Engineering	1.3	—	2.8	2.0	8.1	2.9	2.0	—	2.9
22. Medicine and Health	6.6	4.1	12.6	7.4	—	14.5	7.5	8.0	14.6
23. Political Office Holder	0.7	—	—	0.7	—	—	0.7	—	—

PIE IN THE SKY	Strongly Agree	Somewhat Agree	Agree a Little	Disagree a Little	Disagree Somewhat	Disagree Strongly
5. Definitely will work in this ideal career area.						
Marshall	26.5	36.7	21.1	6.1	5.4	4.1
Marysville	36.9	39.7	16.4	2.8	1.4	2.8
Binnsmead	45.3	29.7	19.1	3.5	1.8	0.6
6. Would very much enjoy working in this job.						
Marshall	67.5	25.8	6.0	0.7	—	—
Marysville	69.9	24.6	5.5	—	—	—
Binnsmead	74.4	18.6	3.5	2.3	0.6	0.6
7. Could be very good in this job.						
Marshall	50.0	32.0	14.0	0.7	2.0	1.3
Marysville	39.2	54.8	9.6	—	2.7	—
Binnsmead	45.7	41.6	9.3	1.8	1.1	0.5
8. Know a lot about the future employment opportunities of this job.						
Marshall	26.0	24.0	22.0	13.3	8.7	6.0
Marysville	9.6	34.3	31.5	16.4	4.1	4.1
Binnsmead	17.5	23.9	28.0	6.3	13.3	11.0
9. Know a lot about the training and experience required for this job.						
Marshall	40.0	24.0	18.0	7.3	4.7	6.0
Marysville	17.8	35.6	27.4	16.4	1.4	1.4
Binnsmead	25.0	25.6	21.5	11.7	11.0	5.2

PLAN TO TRY FOR	Strongly Agree	Somewhat Agree	Agree a Little	Disagree a Little	Disagree Somewhat	Disagree Strongly
15. Definitely will work in this career area.						
Marshall	35.0	39.2	19.6	5.6	0.7	—
Marysville	35.1	47.3	14.9	2.7	—	—
Binnsmead	47.3	34.0	11.1	4.7	0.5	2.4
16. Would very much enjoy working in this job.						
Marshall	65.3	24.3	7.6	2.1	0.7	—
Marysville	66.2	27.0	6.8	—	—	—
Binnsmead	76.8	12.2	5.9	3.4	1.1	0.6
17. Could be very good in this job.						
Marshall	53.5	30.6	12.5	2.8	0.7	—
Marysville	33.8	48.6	17.6	—	—	—
Binnsmead	45.3	38.3	12.8	3.0	—	0.6
18. Know a lot about the future employment opportunities of this job.						
Marshall	29.2	31.9	18.1	13.9	3.5	3.5
Marysville	5.4	41.9	25.7	17.6	2.7	6.7
Binnsmead	16.9	28.0	28.5	8.1	13.3	5.2
19. Know a lot about the training and experience required for this job.						
Marshall	43.8	22.9	24.3	5.6	2.1	1.4
Marysville	17.6	32.4	31.1	13.5	4.0	1.4
Binnsmead	28.9	25.2	21.8	11.1	7.8	5.2

THE REAL WORLD

	Strongly Agree	Somewhat Agree	Agree a Little	Disagree a Little	Disagree Somewhat	Disagree Strongly
25. Definitely will work in this career area.						
Marshall	44.9	37.0	13.8	3.6	0.7	—
Marysville	51.3	32.4	13.5	1.4	—	1.4
Binnsmead	54.0	32.6	9.4	4.0	—	—
26. Would very much enjoy working in this job.						
Marshall	64.0	23.7	10.1	1.4	0.7	—
Marysville	60.0	32.0	5.4	1.3	—	1.3
Binnsmead	74.3	17.0	5.2	2.4	1.1	—
27. Could be very good in this job.						
Marshall	60.4	27.3	10.8	0.7	0.7	—
Marysville	36.0	53.4	8.0	1.3	1.3	—
Binnsmead	46.8	43.3	8.2	1.2	0.5	—
28. Know a lot about the future employment opportunities of this job.						
Marshall	37.7	31.9	17.4	8.0	2.9	2.2
Marysville	10.7	41.3	32.0	9.3	2.7	4.0
Binnsmead	20.4	31.0	22.9	11.6	8.2	5.9
29. Know a lot about the training and experience required for this job.						
Marshall	47.5	25.2	18.0	5.8	2.2	1.4
Marysville	22.7	33.3	30.7	8.0	4.0	1.3
Binnsmead	32.8	27.0	18.1	8.7	7.0	6.4

31. Three most important elements in a career.

	Personal Freedom	Money	Service to Others	Leisure Time	Challenge	Prestige
Marshall	10.0	17.8	9.7	4.3	10.6	1.1
Marysville	4.2	20.8	8.3	2.8	2.8	3.7
Binnsmead	9.6	18.4	12.0	2.0	1.7	3.0

31. (Continued)

	Personal Growth	Type Workers	Ease Performance	Security	Physical Safety	Fringe Benefits
Marshall	8.2	3.9	2.2	7.9	0.7	3.3
Marysville	6.0	0.9	—	8.8	3.7	3.3
Binnsmead	6.8	3.0	0.7	8.1	4.7	1.9

31. (Concluded)

	Training Required	Advancement Opportunities	Responsibilities	Creativity	Pride in Work
Marshall	2.5	7.3	4.3	6.2	—
Marysville	11.6	6.9	0.9	4.6	10.7
Binnsmead	5.0	5.0	1.4	8.1	8.6

32. Your plans for next year. (Marshall only)

Community College — technical, business, etc.	14.4
Other college or university	14.0
Have fun	14.0
Find work and **not** marriage	13.3
Travel	12.1
Community College — academic	9.0
Other training school	5.7
Find work and get married	5.0
Military	3.8
Don't know	3.8
Marriage and **not** work	1.1
Other	3.8

33. Who/what has helped most towards making a decision about future plans?

	Mother	Father	Voc. Teacher	Counselor	P.E. Teacher	Friends
Marshall	12.8	4.7	—	6.7	2.0	4.7
Marysville	4.2	13.9	5.5	—	5.5	5.5
Binnsmead	12.0	11.3	5.3	—	1.1	3.6

33. (Continued)

	Myself	No One	Brother/ Sister	Academic Teacher	Books	Experi- ence
Marshall	47.7	6.0	1.3	1.3	1.3	1.3
Marysville	37.6	1.4	5.5	8.3	2.8	2.8
Binnsmead	35.8	8.3	4.8	1.1	—	5.3

33. (Concluded)

	Class	Other Adult	Other
Marshall	2.7	2.7	4.7
Marysville	4.2	1.4	1.4
Binnsmead	3.6	4.8	3.0

34. Applied for a job, scholarship or school admission.

	Yes	No
Marshall	86.1	13.9
Marysville	52.8	47.2
Binnsmead	37.0	63.0

35. Know how to apply for something or fill out an application.

	Yes	No
Marshall	85.4	14.6
Marysville	67.6	32.4
Binnsmead	60.0	40.0

35b. If yes, where did you learn?

	Mother	Father	Voc. Teacher	Coun- selor	Coach	Friends	Myself	No One
Marshall	14.9	16.0	17.2	5.2	—	3.7	14.2	5.2
Marysville	29.4	9.8	19.6	—	—	3.9	3.9	—
Binnsmead	24.5	14.7	28.4	—	—	2.0	3.0	1.9

35b. (Continued)

	Brother/ Sister	Academic Teacher	Books	Experi- ence	Class	Other Adult	Other
Marshall	0.7	11.9	0.7	12.7	6.0	0.7	0.7
Marysville	2.0	15.7	—	2.0	9.8	3.9	—
Binnsmead	5.9	5.0	0.9	3.0	7.8	2.9	—

36. Know how to talk and act during a job interview.

	Yes	No
Marshall	84.2	15.8
Marysville	85.0	15.0
Binnsmead	55.6	44.4

36b. If yes, where did you learn?

	Mother	Father	Voc. Teacher	Counselor	Coach	Friends	Myself	No One
Marshall	18.5	6.9	23.1	1.5	—	1.5	13.1	0.8
Marysville	12.1	6.1	21.2	—	3.0	—	4.6	—
Binnsmead	26.0	11.1	18.5	—	—	3.7	—	—

36b. (Continued)

	Brother/ Sister	Academic Teacher	Books	Experience	Class	Other Adult	Other
Marshall	0.8	12.3	0.8	10.0	7.7	—	3.1
Marysville	3.0	36.4	—	—	13.6	—	—
Binnsmead	7.4	22.2	—	3.7	3.7	—	3.7

37. Have a career goal.

	No	Yes
Marshall	44.0	56.0
Marysville	16.2	83.8
Binnsmead	23.9	76.1

38. Father's occupation

Career Category	Marshall	Marysville	Binnsmead
1. Art	0.7	1.3	0.6
2. Business Relations	10.4	6.7	12.4
3. Clerical	3.5	6.7	1.2
4. Counseling, Guidance, Social Work	3.5	—	—
5. Crafts	22.2	24.0	38.2
6. Education and Training	0.7	2.7	1.7
7. Elemental Work	3.5	1.3	2.3
8. Entertainment	—	1.3	0.6
9. Farming	1.3	1.3	1.2
10. Investigating, Inspecting, Testing	2.1	2.7	2.3
11. Law and Law Enforcement	2.8	—	2.9
12. Machine Work	15.9	20.0	7.1
13. Managerial and Supervisory	5.5	3.9	1.2
14. Mathematics and Science	2.8	—	—
15. Merchandising	11.8	12.0	6.5
16. Music	—	—	—
17. Personal Service	2.8	2.7	1.7
18. Photography and Communications	—	—	—
19. Transportation	2.1	2.7	2.3
20. Writing	0.7	—	1.2
21. Engineering	3.5	2.7	1.8
22. Medicine and Health	—	1.3	1.2
23. Retired	1.4	—	1.2
24. Deceased	2.1	2.7	10.6
25. Unemployed	0.7	2.7	1.2
26. Student	—	1.3	0.6
27. Political Office Holder	—	—	—

39. Father's job category.

Job Category	Marshall	Marysville	Binnsmead
Craftsman	21.8	18.1	21.5
Clerical	4.2	6.9	2.7
Sales	11.3	11.1	8.8
Laborer (except farm)	11.3	16.7	12.0
Farmworker	1.4	1.4	1.3
Service worker (except household)	5.6	13.9	7.3
Private household worker	0.7	—	—
Managerial and administrative	14.8	8.3	15.5
Professional and technical	14.8	11.1	17.4
Transport equipment operator	9.2	9.7	8.8
Operator (except transport)	4.9	2.8	4.7

40. Father's education. Highest year completed:

	Elementary	High School	College	Technical	Other
Marshall	15.7	52.1	32.2	—	—
Marysville	12.3	57.6	27.4	2.7	—
Binnsmead	12.7	40.7	32.6	10.0	4.0

41. Mother's occupation

Career category	Marshall	Marysville	Binnsmead
1. Art	—	—	1.2
2. Business Relations	1.3	2.8	3.6
3. Clerical	18.1	20.8	11.2
4. Counseling, Guidance, Social Work	2.7	—	1.2
5. Crafts	2.7	11.1	7.7
6. Education and Training	3.3	—	4.2
7. Elemental Work	0.7	1.4	0.6
8. Entertainment	—	—	—
9. Farming	0.7	—	—
10. Investigating, Inspecting, Testing	—	—	—
11. Law and Law Enforcement	—	—	—
12. Machine Work	3.3	4.2	0.6
13. Managerial and Supervisory	3.3	—	0.6
14. Mathematics and Science	—	—	—
15. Merchandising	5.4	2.8	2.9
16. Music	—	—	—
17. Personal Service	53.0	45.8	56.8
18. Photography and Communications	—	—	—
19. Transportation	0.7	1.4	—
20. Writing	0.7	—	—
21. Engineering	—	—	0.6
22. Medicine and Health	2.7	6.9	4.7
23. Retired	—	—	0.6
24. Deceased	—	1.4	2.9
25. Unemployed	0.7	1.4	0.6
26. Student	0.7	—	—
27. Political Office Holder	—	—	—

43. Mother's job category.

Job Category	Marshall	Marysville	Binnsmead
Craftsman	3.4	6.3	5.3
Clerical	19.2	20.6	12.7
Sales	4.8	6.3	7.4
Laborer (except farm)	2.1	6.3	2.7
Farmworker	0.7	1.6	0.6
Service worker (except household)	9.6	17.5	16.0
Private household worker	45.2	30.2	40.7
Managerial and administrative	4.1	3.2	2.0
Professional and technical	8.2	1.6	10.0
Transport equipment operator	0.7	4.8	0.6
Operator (except transport)	2.1	1.6	2.0

44. Mother's education Highest year completed:

	Elementary	High School	College	Technical	Other
Marshall	10.3	62.1	27.6	—	—
Marysville	14.1	66.2	15.5	2.8	1.4
Binnsmead	6.7	62.7	26.6	4.0	—

45. Head of the family.

	Woman	Man
Marshall	32.8	74.1
Marysville	19.4	80.6
Binnsmead	21.8	78.2

46. Sex of Respondent.

	Male	Female
Marshall	43.3	56.7
Marysville	50.0	50.0
Binnsmead	47.0	53.0

STEP 1.5

FACTS ON NEED FOR CAREER EDUCATION

The following publication from New Jersey is included here as an example of verifiable facts documenting career education needs of learners. It is also intended to illustrate an effort to inform the public about the "need" for career education.

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WHY CAREER EDUCATION? THE FACTS

Why Career Education? The facts behind the nation-wide movement for schools to accept accountability for placement of all students in employment and/or continuing education.

SPECIAL
PAPER
APRIL
1972

by
Ms. Lynda A. Forsythe, Staff Writer, The National Advisory Council on Vocational Education
and
Edwin G. York, Coordinator, N.J. Occupational Research and Development Resource Centers

Bureau of Occupational Research Development
Division of Vocational Education

LOOKING AT THE FACTS

Why Career Education? Why should schools accept accountability for preparing and placing *all* exiting students either in employment and/or continuing education? The facts are now available. And they provide argument after argument for the widespread development of Career Education.

Illustrated in this special paper are seven verifiable facts, representing the most current information available from authoritative sources. See the section "Sources of the Data" for further details.

Interpretations of this data as supporting the need for comprehensive Career Education programs are the responsibility of the authors. However, these interpretations are very common and the authors cannot claim any particular originality for them.

The facts illustrated below are as follows:

FACT 1 ECONOMIC SUCCESS IS AFFECTED BY BUT NOT DETERMINED BY EDUCATIONAL ATTAINMENT

FACT 2 JOBS IN THE '70's DEMAND SPECIALIZED TRAINING, NOT NECESSARILY A COLLEGE DEGREE

FACT 3 THE PRESENT SECONDARY SCHOOL CURRICULUM IS TYPICALLY NOT REALISTIC IN TERMS OF MEETING STUDENT CAREER NEEDS

FACT 4 CHANGES IN OCCUPATIONS (NOT JUST EMPLOYERS) WILL BE ACCELERATED IN THE FUTURE

FACT 5 THE TYPES OF AVAILABLE JOBS WILL CHANGE DRASTICALLY IN THE FUTURE

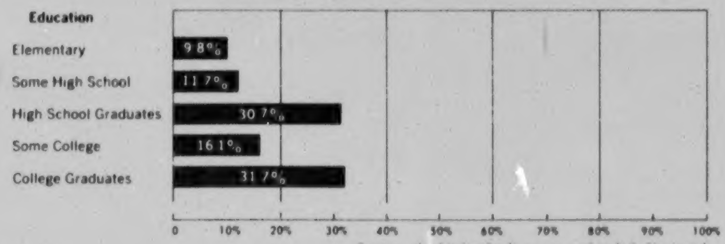
FACT 6 IN THE FUTURE, INVENTIONS WILL BE MORE FREQUENT AND JOBS WILL CHANGE MORE RAPIDLY

FACT 7 UNEMPLOYMENT IS AN OVERWHELMING PROBLEM—NOT A 5% TO 24% STATISTIC—WHEN THERE ARE MANY JOB VACANCIES BUT **YOU** ARE UNEMPLOYED BECAUSE **YOU** LACK THE NECESSARY SKILLS

FACT 1

ECONOMIC SUCCESS IS AFFECTED BY BUT NOT DETERMINED BY EDUCATIONAL ATTAINMENT

Educational Attainments of Heads of Households Now Earning $15,000 or More Per Year (U.S.A.)



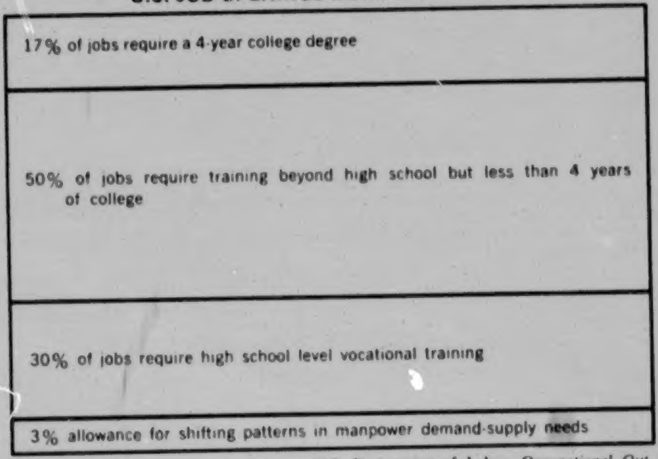
Source: the Linden Study as reported in *U.S. News and World Report* (Dec. 6, 1971, pp. 28-29).

NOTE: It can be observed that one in five in this income bracket have less than a high school education and that nearly seven out of ten have no college degree. Apparently other factors besides prolonged education are necessary to explain financial success.

Therefore We need CAREER EDUCATION—preschool to adult— to orient all to the world of work.

FACT 2 JOBS IN THE '70's DEMAND SPECIALIZED TRAINING, NOT NECESSARILY A COLLEGE DEGREE

U.S. JOB OPENINGS DURING THE '70's



Source: U.S. Department of Labor, *Occupational Outlook Handbook, 1972-73.*

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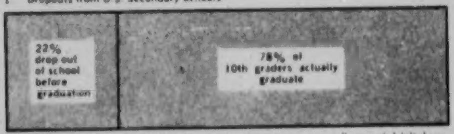
Therefore We need CAREER EDUCATION to provide students with insight, information and motivation concerning specialized training as well as professional education.

FACT 3 THE PRESENT SECONDARY SCHOOL CURRICULUM IS TYPICALLY NOT REALISTIC IN TERMS OF MEETING STUDENT CAREER NEEDS

WHAT'S HAPPENING TO THE STUDENTS?

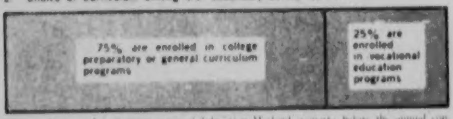
(The following three graphs should not be combined. However each is true of U.S. Secondary School students.)

1. Dropouts from U.S. Secondary Schools



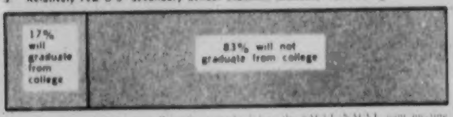
Source: [illegible]

2. Choice of Curriculum among U.S. Secondary School Students



Source: [illegible]

3. Relatively Few U.S. Secondary School Students Graduate from College

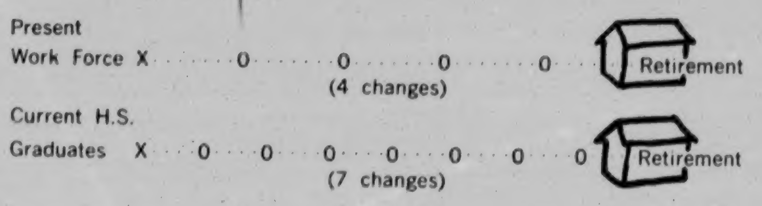


Source: [illegible]

Therefore We need CAREER EDUCATION for all students to reduce the gap between unrealistic educational programs and career needs.

FACT 4 CHANGES IN OCCUPATIONS (NOT JUST EMPLOYERS) WILL BE ACCELERATED IN THE FUTURE

Projected Number of Changes in Occupations Per Worker is Increasing in U.S.

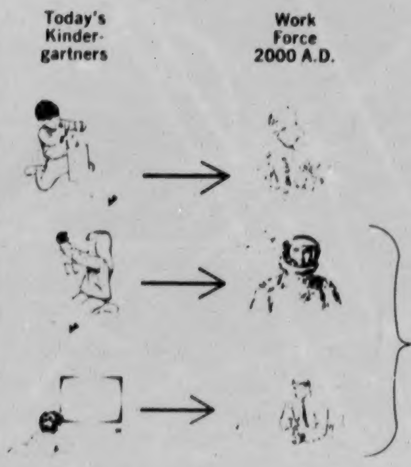

Present
Work Force X 0 0 0 0
(4 changes)
Retirement
Current H.S.
Graduates X 0 0 0 0 0 0 0
(7 changes)
Retirement

Source: U.S. Department of Labor, Bureau of Labor Statistics

Therefore We need CAREER EDUCATION for all students to help them maximize their potential despite the many changes in their occupations.

FACT 5 THE TYPES OF AVAILABLE JOBS WILL CHANGE DRASTICALLY IN THE FUTURE

TYPES OF JOBS AVAILABLE, 2000 A.D. (U.S.A.)


Today's Kinder-gartners
Work Force 2000 A.D.

One third of all the types of jobs in 2000 A.D. will be similar to those existing today.

Two thirds of all the types of jobs in 2000 A.D. will not be similar to those existing today.

Source: Congressman James Symington, as cited in *Industrial Development and Career Education*, St. Louis Regional Industrial Development Corporation, Room 400, Pierre LaClede Building, 7701 Forsyth Blvd., St. Louis, Missouri 63105, Oct. 11, 1971.

Therefore We need CAREER EDUCATION to provide all students with broad career orientation, personal flexibility, and readiness for retraining.

FACT 6 IN THE FUTURE, INVENTIONS WILL BE MORE FREQUENT AND JOBS WILL CHANGE MORE RAPIDLY

PRODUCTS TO BE MADE IN THE '70's (U.S.A.)

60% HAVE NOT BEEN INVENTED
40% HAVE BEEN INVENTED

Source: Stanford Research Institute, as cited in *Industrial Development and Career Education*, as in Fact 5.

Therefore We need CAREER EDUCATION to orient students towards the rapidly shifting employment picture.

FACT 7 UNEMPLOYMENT IS AN OVERWHELMING PROBLEM—NOT A 5% TO 24% STATISTIC—WHEN THERE ARE MANY JOB VACANCIES BUT YOU ARE UNEMPLOYED BECAUSE YOU LACK THE NECESSARY SKILLS

- **MANY IN THE U.S. WORK FORCE FACE UNEMPLOYMENT**

  . . . in 1971, the unemployment rate was 5.9%, the highest in a decade (4.9% in 1970, and 3.5% in 1969).

  Source: U.S. Dept. of Labor, Bureau of Labor Statistics

- **TEENAGERS OFTEN FACE UNEMPLOYMENT**

  . . . in many parts of our country, 1 out of 5 teenagers 16-19 years old are both out of school and out of work.

  Source: Dr. Robert M. Worthington; remarks before the Regional Industrial Development Corporation, St. Louis, Missouri, Oct. 13, 1971.

- **HIGH SCHOOL GRADUATES, ESPECIALLY THOSE WITHOUT JOB SKILLS, OFTEN FACE UNEMPLOYMENT**

  . . . graduates in the 18 to 24 year old group without vocational training have an unemployment rate of more than 24%, while those graduates with vocational training are unemployed at the rate of 5.2%.

  Source: Dr. Robert M. Worthington; remarks before the Regional Industrial Development Corporation, St. Louis, Missouri, Oct. 13, 1971.

- **BLACKS ESPECIALLY FACE UNEMPLOYMENT**

  . . . the ratio of black to white jobless rates is 1.8 to 1.

  Source: U.S. Dept. of Labor, Bureau of Labor Statistics

- **VETERANS OFTEN FACE UNEMPLOYMENT**

  . . . at the end of 1971, the unemployment rate of 5.2 million Vietnam veterans reached 8.2%.

  Source: *Time* (Dec. 27, 1971; p. 57).

Therefore We need CAREER EDUCATION for all students to reduce the gap between unfilled jobs and unemployed persons.

SOURCES OF THE DATA

In developing this publication, pertinent data was examined from the following agencies:

1. Department of Health, Education and Welfare
2. U.S. Office of Education
   A. National Center for Educational Statistics
   B. Bureau of Adult, Vocational and Technical Education
3. National Education Association
4. Department of Labor; Bureau of Labor Statistics
5. Department of Defense

Responsible spokesmen of the above agencies as well as authoritative printed sources of all kinds were first included in an unpublished compilation of such data in January of 1972 entitled "Pertinent Facts and Figures", which was prepared by the staff of the National Advisory Council on Vocational Education for the use of the council's members. That unpublished paper included hundreds of statistics which were carefully screened to discover the most pertinent data for use in this publication.

Carl L. Marburger, Commissioner of Education
Stephen Poliacik, Assistant Commissioner of Education (Acting)
Morton Margules, Associate State Director of Vocational Education (Ancillary Services)
Harold Seltzer, Director, Bureau of Occupational Research Development

• • • • •

Special Paper Series edited by Edwin G. York, Coordinator Occupational Research Development Resource Centers

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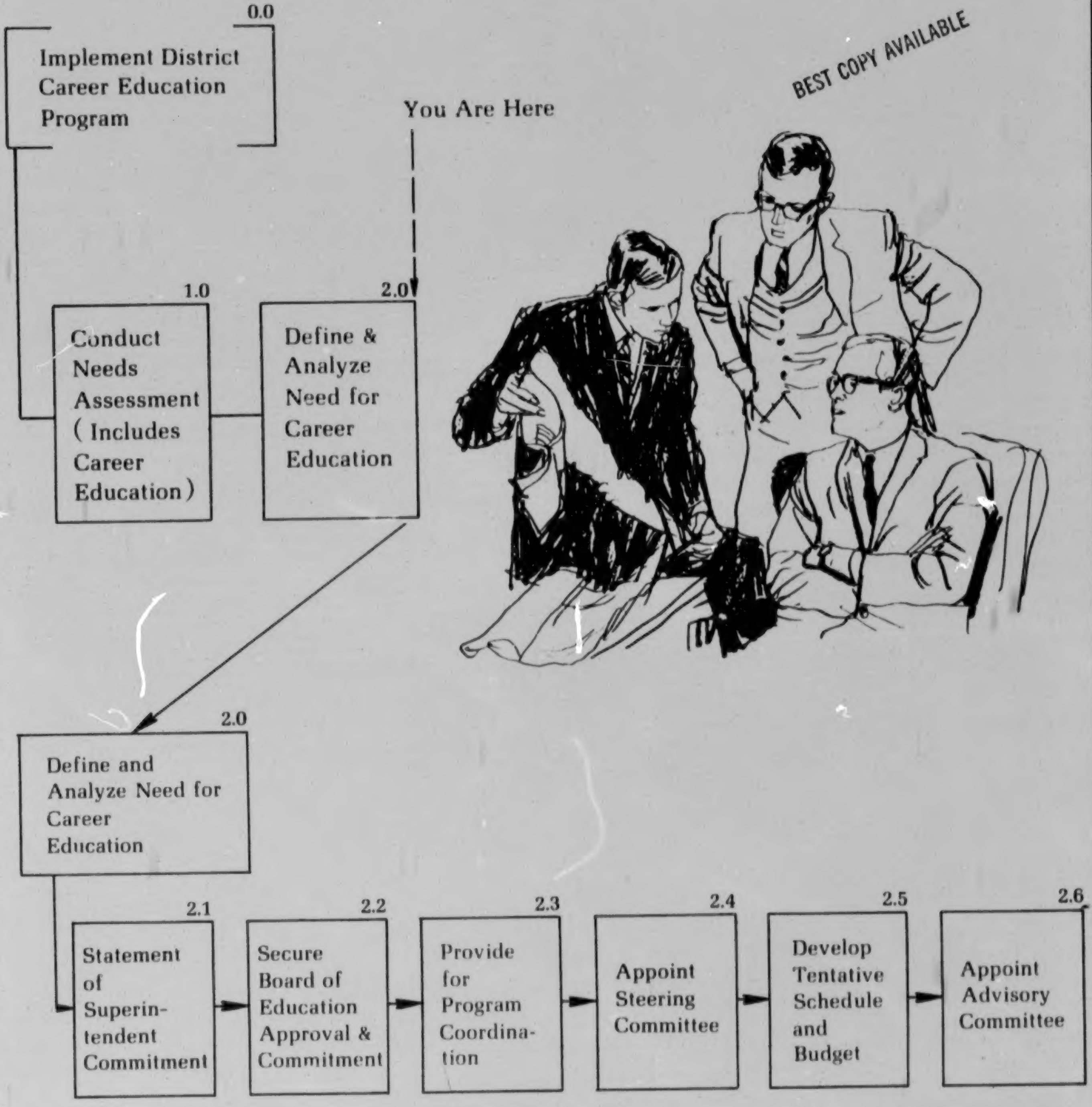
0.0
Implement District Career Education Program
You Are Here
1.0
Conduct Needs Assessment (Includes Career Education)
2.0
Define & Analyze Need for Career Education
2.0
Define and Analyze Need for Career Education
2.1
Statement of Superintendent Commitment
2.2
Secure Board of Education Approval & Commitment
2.3
Provide for Program Coordination
2.4
Appoint Steering Committee
2.5
Develop Tentative Schedule and Budget
2.6
Appoint Advisory Committee

STEP 2.1

ANNOUNCE SUPERINTENDENT COMMITMENT

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Included in Step 2.1 are a number of definitions of career education and several position papers on career education including a rationale for career education. These materials from New Jersey, Ohio and Utah obviously reflect extensive debate and consideration about the concept of career education and should be valuable to a superintendent in understanding better what the concept involves. A selected bibliography is also included.*

---

*The bibliography is adapted from one prepared in late 1973 by The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio 43210.

DEFINITIONS OF CAREER EDUCATION

The following definitions were submitted at a national invitational conference conducted by the Center for Occupational Education, North Carolina State University, and illustrate the diversity of points of view that currently exist:

(1) "Career Education can be defined as that part of the total school curriculum which provides the student with the knowledge, exploratory experiences, and skills required for successful job entry, job adjustments, and job advancement. It can also be defined as an organized K-12 [kindergarten through twelfth grade] program to provide every student with an understanding of and preparation for the world of work."

(2) "Career education may be described or defined as a comprehensive educational program which gives attention to preparing all people for satisfying and productive work in our society."

(3) "Career Education is that part of the total education process which focuses on the successful adaptation of the individual to the world of work."

(4) "Career education is the systematic development of the natural powers of a person over his entire lifetime for his life's work. It involves body, mind, and spirit and is commenced in the home where the child's will and intellect are nurtured through love and example by his parents and family members."

(5) "Career education encompasses all education in that it is that part of learning experience that assists one to discover, define, and refine his talents and use them in pursuit of a career."

(6) "The purpose of career education should be to help people develop human resource competence along with a holistic understanding of the world of work or wage-employment system; i.e., the socio-economic institution of working for pay in modern industrial society—to become **competent** as workers and **comprehending** as men and women."

Source: Kenneth B. Hoyt, Nancy M. Pinson, Darryl Laramore, and Garth L. Mangum, *Career Education and the Elementary School Teacher* (Salt Lake City: Olympus Publishing Company, 1973), p. 16.

"Career Education combines the academic world with the world of work. It must be available to all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic education subjects to incorporate Career Education as the major activity throughout the curriculum."

Source: Arizona Department of Education, *Career Education in Arizona, The 3R's Plus Career Education*, 1971, p. 8.

"Career education is defined as those parts of the educational system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking."

Source: Utah State Board of Education, *Career Education . . . A New Emphasis for Utah Schools*, 1973, p. 7.

Career Education . . . A new emphasis for all education

While career education is receiving increasing attention in educational circles, the concept is far from new. Preparing people for occupational success has always been one of the many goals of our educational system.

However, there is now evidence that the public feels more attention must be given to directly preparing individuals for entry into the world of work. A recent Harris poll revealed that parents consider career education to be important because it can help individuals get better jobs and earn more money.

The concept of career education does not ignore the other vitally important components of human development, but it seeks help from all facets of the total education program in preparing the individual for success in his chosen career. To accomplish this goal, combined effort must be made by the community, schools, and parents to provide career development experiences that are closely allied with life and with the world of work. Individuals must be given opportunity to work and render real and meaningful service to the society in which they live.

Many components of career education are already contained in instructional programs currently offered in Utah. Of these, some represent pilot projects under the direction of the State Board of Education, while others are outgrowths of the efforts of educational leaders at the local level. All these efforts need to be correlated, and where desirable and feasible, made a part of local career education programs. These programs should be continually evaluated and altered to stay current with the lifetime career needs of the individual in an ever-changing society.

In line with this goal, Dr. Walter D. Talbot, Utah State Superintendent of Public Instruction, appointed an interdivisional task force to develop a plan for working with all other educational agencies in implementing career education programs in the state of Utah. A Career Education Steering Committee at the administrative level was also created to give guidance to the Task Force efforts. Specifically, the Steering Committee and Task Force were charged with clarifying the position of the Utah State Education Agency with regard to career education and its implementation, and with developing a process model for educational agencies to use in planning career education programs at the local level.

What is Career Education?

Few concepts introduced on the American education scene have met with as much discussion and controversy as has career education. While it has met with almost instant nationwide acclaim, it has at the same time, meant a variety of things dependent upon the locale and one's point of view. For many, career education has meant nothing more than a new name for vocational education, career guidance, or for total education.

In the words of Superintendent Talbot, "If career education is to become more than merely hanging a new sign on the door and going about our business as usual, we have to come to grips with the issue of what we mean by career education in Utah. Can we agree on a definition and can we, as many elements in society, go down the road together?"

Nationwide, there are many varying opinions on the meaning of career education as it applies to the educational program. In the handbook on career education, *Career Education: What It Is and How to Do It,* developed after a number of regional conferences sponsored by the United States Office of Education, we find the following statement:

> *The term "career education" seems to have generated two contrasting confusions. Some have thought it nothing but another name for vocational education. Others see in it a threat to absorb all of education into a single-focused occupational pursuit. These two misconceptions are combined in those who fear that career education is but a device to "vocationalize" what they value as "general" or "academic" or "liberal" education. These misconceptions and fears must be dispelled. If the primary purpose of a "liberal" education is to help a student discover himself in relationship to his society, how can the role of work and careers not be included? On the other hand, there is much of value in education which is not and should not be career oriented. As an imagery, it is as if a variety of monitors were installed within the education system. One representing the career objective would comb the entire education experience to identify those segments which could usefully contribute to career success. Other monitors would have the same assignment for citizenship, culture, family life, self-awareness, and other education objectives. None would compete, all would cooperate, and each objective would be strengthened by pursuit and achievement of the others. At the same time, much of career education will occur outside the formal education system (as, indeed, much education does).*

In an attempt to identify those parts of education directly related to meeting the new thrust for gainful occupational preparation, and yet not to disregard the other educational objectives so vitally important to the total development of the individual, the following definition is submitted:

Career education is defined as those parts of the educational system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood, and in the useful occupation of homemaking.

UTAH STATE BOARD OF EDUCATION

Position Paper

Career Education

(adopted March 9, 1973)

Career Education is defined as those parts of the education system focused on providing the individual with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which the individual makes his livelihood and in the useful occupation of homemaking. Career Education begins in grade one or earlier and continues through the adult years. Career Education extends beyond the school and utilizes the entire community as a resource for career development. In this context, Career Education is not separate and apart from total life education, but is a correlated, integral part of all human development. It calls for a united effort of the school and community to help all individuals become familiar with the values of the work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful and satisfying.

It is the Board's position that the Career Education concept be implemented through the following programs:

1. The kindergarten through sixth grade curriculum will include career awareness dealing with the development of proper attitudes, appreciations, and understandings of the World of Work.

2. The junior high or middle school curriculum will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students will have opportunity for in-depth exploration of different job families and to acquire information about themselves, their interests and talents and how these can be transferred into career opportunities.

3. The senior high curriculum will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. A student should identify a tentative career goal as a matter of record and within his senior high experience, will be given opportunity to devote the time necessary to meet his career needs in a chosen area of concentration. The offerings of the school will be broad enough to provide learning in a wide range of occupational fields with support of interrelating classes. The school will provide optimum opportunities for students to engage in work experience activities.

4. At high school graduation or at the time a person leaves school, each student will be assisted by the school system in being successfully placed at the next step of his choice. This may include entry-level employment, military service, technical school, college, homemaking or any other temporary or permanent goal identified by the student under wise counseling at school. Such a step requires school personnel to provide for follow-up to ascertain the effectiveness of the school program.

5. Programs of study at adult and postsecondary levels will be tailor-made to each student's interests and needs. Course content of subject matter will allow for varied career applications or will provide retraining for specific job needs.

It is the position of the State Board that Career Education will be a major thrust of the total public education system from the kindergarten through secondary, postsecondary, and adult levels. The State

Education Agency will provide the leadership necessary for development and implementation of the Career Education concept.

The Role of Career Education in the Fulfillment of Utah Goals for Education

The educational program, including that component defined as career education, is vitally concerned with the total development of each individual within its jurisdiction. Because it helps him achieve financial success and also achieve other personal goals vital to his happiness and well-being, career development is an important part of each person's life.

Career education prepares the student for successful entry as a worker in society and helps him live a more productive and meaningful life; therefore, it cannot be ignored in any part of the educational system. The college degree no longer can be considered the best and most secure way to prepare for occupational success. The importance of all kinds and levels of work must be stressed in the school curriculum.

Concern for the dignity and worth of each individual is exemplified in the new "Utah Goals for Education." Career education, properly conceived and implemented, will help make the proposed goals become reality in the lives of the people of this state. The goal statements were derived from the "Designing Education for the Future" conferences involving students, educators, parents, professional and nonprofessional persons from all segments of society. While developed prior to the present thrust for career education, most of the goal statements established are directly related to components of a career education program.

The state educational objectives design visualizes the exposure of students to a series of student-teacher planned learning experiences based on assessed individual and societal needs. The activities must be real to life, individually paced, and accepted by the student as his personal goals. While engaged in these personalized experiences, students will be: (1) developing power to use knowledge and practice management skills, (2) developing essential learnings, understandings, attitudes, skills, and habits necessary to function well in society, (3) motivated toward continued learning, (4) provided with opportunities for choices and branching from one interest to another, (5) provided with successful experiences, and (6) provided with opportunities for basic value development. As a part of educational experience, each individual will be developing a good self-image, learning to understand the nature of social structure, gaining an understanding of his relationship to his environment, and learning to express his feelings aesthetically.

If conceived and implemented correctly, each learner will be moving at his own rate toward social, aesthetic, environmental, productive, physical, emotional, ethical, and intellectual maturity and the final goal—that of being a rationale, effective, affective human being.

Goals and objectives for career education developed by local school districts and other educational agencies should be in harmony with the general goals for education of the Utah State Board of Education.

CAREER EDUCATION IN OHIO

Career education is defined as a program which endeavors, through the regular curriculum, to provide all youth in the school with motivation toward the world of work, orientation to the many job opportunities available and exploration of occupations consistent with individual interests and abilities which help youth benefit from and plan for pre-professional instruction or vocational education. The career education program also provides pre-professional instruction leading to further education, vocational education leading to successful entry and advancement in an occupation of personal choice, and training, retraining and upgrading instruction throughout an individual's work life which is consistent with the technology of the world of work and the individual interests and the needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home and the school to prepare youth for successful entry into the world of work. The school integrates the career motivation, orientation and exploration program with the regular curriculum and includes a strong family life program to develop the positive influence of the home to its fullest potential.

A total career education program consists of the following phases:

1. A total **Family Life Program** within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

2. A **Career Motivation Program** for all youth in kindergarten through Grade six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.

3. A **Career Orientation Program** in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

4. A **Career Exploration Program** in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain first-hand experiences with several career opportunities consistent with individual interests and ability.

5. A **Career Preparation Program** for youth age sixteen and above which includes:

   A. a comprehensive vocational education program which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment and

   B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

6. A **Career Training, Retraining and Upgrading Program** for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

CAREER DEVELOPMENT FOR ALL

CAREER DEVELOPMENT PROGRAMS FOR ALL:
An adaptation of a paper presented before the Appalachian Regional Commission, September 1969.

SPECIAL
PAPER
JUNE
1971

by
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Assistant Commissioner of Education
Division of Vocational Education
New Jersey Department of Education

Bureau of Occupational Research Development
Division of Vocational Education

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2. **Major Elements of Career Development Programs in the United States**
3. **Element One: Occupational Awareness**
4. **Element Two: Preliminary Occupational Skills**
5. **Element Three: Career Planning**
6. **Element Four: Intensive Preparation for Employment or Further Education**
7. **An Orderly Revolution**

1. The Need For Career Development Programs For All

Career development education – that aspect of an individual's life-long growth relating to his vocational possibilities, directions, accomplishments and his economic independence – is needed by *everyone*. There is much at stake: the future of both the individual and modern society requires the effective use of personal abilities and interests in the world of work.

The schools should provide assistance to *every* student in his career development because eventually every student must face the problem of occupational choice, skill development, job placement, and occupational adjustment in a rapidly shifting job market.

Occupational choice, job placement, and occupational adjustment may be delayed for an extended period of time – even into graduate school – but they are inevitable for all and not just a problem for those who face them before or immediately following high school graduation.

The need for schools to provide career development programs for all students is evident when one considers the costs society is now paying for neglecting this need. Perhaps the present waste of human resources and public funds is best documented by the First Annual Report of the National Advisory Council on Vocational Education:

> Racial unrest, violence and the unemployment of youth have their roots in inadequate education. Each year the ranks of the school drop-outs increase by three-quarters of a million young men and women. They enter the job market without the skills and attitudes employers require.
>
> They and the millions of others who are underemployed – among these the students who are graduates of our high schools but who are inadequately prepared for anything – are tragic evidence of the present inadequacy of our educational system.
>
> The failure of our schools to educate to the level of adequate employability nearly 25% of the young men and women who turn 18 each year is a waste of money, as well as of human resources. The Nation supports a galaxy of remedial programs, some of which have costs as much as $12,000 for every man or woman placed on a job. Those who remain unemployed may cost us $4,000 or more per year in welfare support for themselves and their children, who will repeat the dreary, costly cycle.
>
> The costs, the blighted lives, the discontent, the violence, and the threat of revolution, are needless. Schools can prepare young people to realize their potential.

Only recently have schools attempted to provide for the career development needs of all students. Major approaches throughout the nation are described in this paper. Hopefully, from such beginnings will come a major reform movement in American education. Such a reform should be welcomed by the professional educator as an opportunity for leadership in meeting basic educational needs, especially in a day of increasing accountability for results.

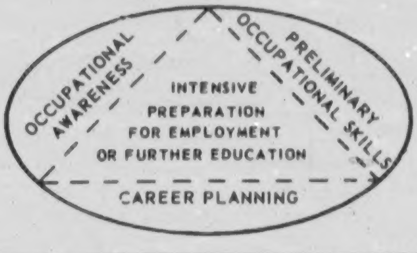
2. Major Elements of Career Development Programs in the United States

A wide variety of career development programs has sprung up throughout the nation since 1965, stimulated to a great extent by the Vocational Educaton Act of 1963. Their purposes and characteristics vary and overlap. An overview of these programs is presented here, and is organized by four major elements observable in these programs.

As has been noted by Bernard Kaplan, career exploration programs usually include: (1) gaining occupational awareness; (2) gaining preliminary skills; and (3) participating in career planning. This is a helpful analysis for purposes of this survey.

Four convenient handles are thus provided for describing recent American career development programs if specific vocational training is considered a fourth element. These major

FOUR ELEMENTS OF CAREER DEVELOPMENT PROGRAMS


OCCUPATIONAL AWARENESS
PRELIMINARY OCCUPATIONAL SKILLS
INTENSIVE PREPARATION FOR EMPLOYMENT OR FURTHER EDUCATION
CAREER PLANNING

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elements will therefore be examined in detail: (1) occupational awareness; (2) preliminary occupational skills; (3) career planning; and (4) intensive preparation for employment or further education through basic education and development of job skills and attitudes.

The diagram "Four Elements of Career Development Programs" shows their relationship. Central to career development is intensive preparation for employment or future education. Related to and supportive of the central element are development of appropriate awareness and skills, and career planning on an ongoing exploratory basis.

3. Element One: Occupational Awareness

The motive of occupational awareness programs is "initial exploration" — gaining a broad overview of the world of work and of the alternatives requiring closer attention.

Learners of all ages hopefully receive the following specific kinds of benefits from occupational awareness programs:

- a foundation for good attitudes regarding the worth and the function of man's work in our society.
- an understanding of the world of work that would contribute in a constructive way to the development of each one's self-image as a productive member of society.
- an ability to evaluate individual experiences as these relate and contribute to their eventual career choices.
- an opportunity to develop self-understanding and an awareness of their personal responsibility for making their own decisions.
- an opportunity to develop an attitude of respect and appreciation towards workers in all fields and in all levels of work.
- an understanding of their developing personal interests, attitudes, aptitudes, abilities and skills as they relate to future career decisions.
- an understanding of the broad range of occupations open to them through education.

It is not enough to dispense information about occupational life through conversations, printed materials, and audio-visuals. The learner must be actively involved in discovering the function of work in our society and his own prospects in becoming a productive member. His attitudes are important! His self-image is important! The newer programs emphasizing self-discovery have developed as an improvement on the older information-centered approach.

Three major programs and three brief instructional units designed to assist the student in gaining some of the above objectives will be described briefly in the following paragraphs.

Technology for Children Project

The Technology for Children Project, the first of its kind in the nation, combines technological activities with regular academic lessons in an attempt to help children learn and understand their regular subjects better while developing an appreciation of the role of technology in our society and the world of work.

Since 1966, this New Jersey program has introduced elementary pupils to technological concepts such as design, instrumentation, the uses of tools, and properties of materials. Rather than reading and talking about the world around them, project children become physically involved and do things. The reading, writing and talking become necessary and real.

Some activities experienced by participating children include: building and launching model rockets; writing and printing their own stories for distribution; experimenting with electricity; designing, operating and maintaining a real profit-making business; writing, producing and taping their own TV show; and countless other undertakings.

New Jersey Introduction to Vocations Programs

The Introduction to Vocations Program in New Jersey provides a flexible program which best fits the needs of its students and community. The teacher is encouraged to incorporate field trips, speakers, exhibits from business and industry, films, film-strips, occupational literature, and both individual and group guidance.

The New Jersey Model for Career Development Education on the adjacent page provides a concise overview of this inclusive plan for career development. For each level there is a brief description of the major educational tasks and a list of specific programs involved.

The guidance counselor plays an important role in the development of the New Jersey Introduction to Vocations Program. The counselor's cooperation with teachers makes it possible for each pupil to have individualized experiences appropriate to his own personal interests, abilities and needs.

Evaluations of the program have shown that the exploratory experiences have introduced students to many new curriculums and career opportunities. The field trips, job visitation days, and occupational speakers coming to the classroom are stimulating for both student and teacher. Many students have gained success and self-respect, developed more realistic goals and self-concepts, and made wiser course selections and long range plans because of the program.

Industry and business have been extremely interested and helpful, not only in providing speakers and visitation sites, but also by assisting in the development of cycling units on mechanical contracting, transportation, welding and others.

North Carolina Introduction to Vocations Program

North Carolina also has an occupational orientation program entitled "Introduction to Vocations". Its objective is to help students formulate plans regarding their occupational and educational future.

The five major learning experience areas included as an essential part of each unit in the course outline include:

- Discovering and understanding economic processes related to work.
- Discovering occupational opportunities and requirements.
- Exploring work opportunities and requirements.
- Self-appraising vocational interests and aptitudes.
- Exploring educational and other training or retraining opportunities.

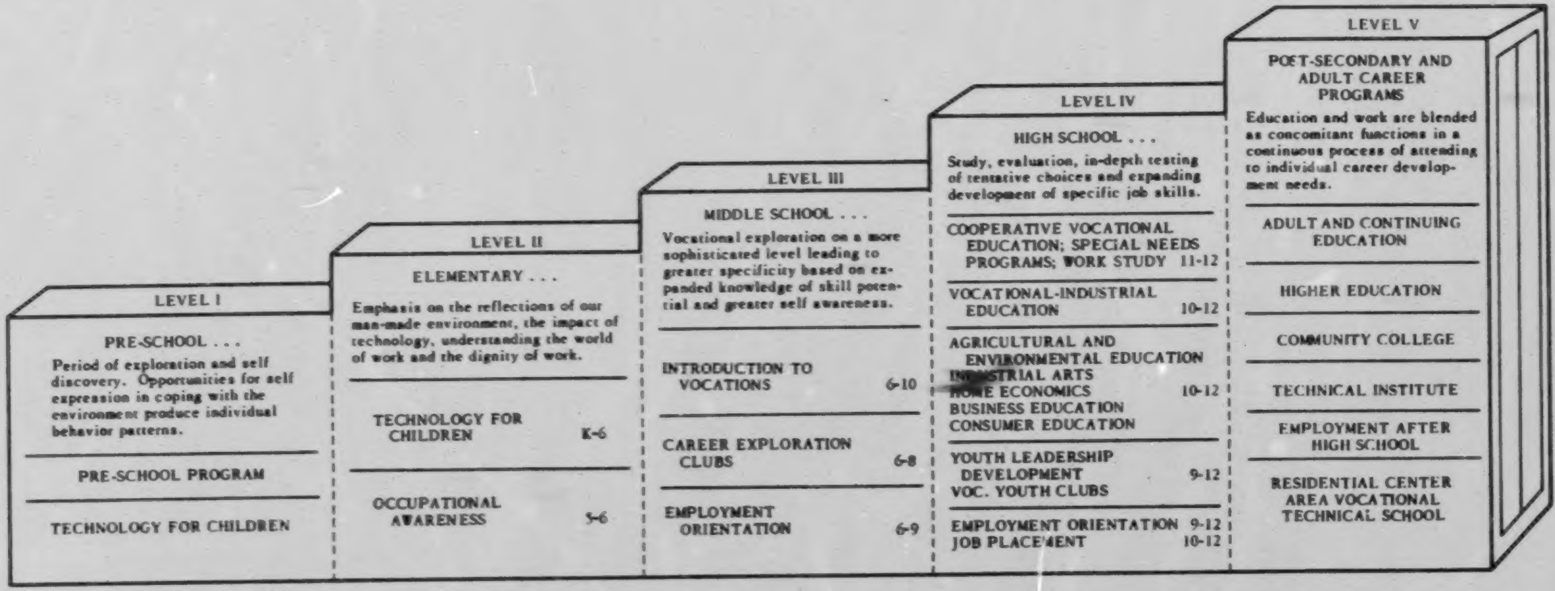
Three Brief Instructional Units

English classes for all students in some schools include "Getting the Job" units. Topics involved are: job application forms, the job interview, using the classified ads, using an employment service, getting a job, keeping a job, and advancing on the job.

Social studies, economics or history classes for all students sometimes include "World of Work" units. Topics appropriate to these units are: the dignity of all kinds of work; the economics of daily work; labor unions; free enterprise; technological change and cybernetics. This type of unit often features speakers from various employment fields coming into the classroom as well as student visits to business and industry.

Units on "Occupational Alternatives" sponsored by guidance personnel in some schools focus the student's attention on occupations in general, on occupational clusters, and on local occupational opportunities. They also draw attention to educational requirements for various occupational training programs in high school, post high school, technical institutes, private trade schools, community colleges, four year colleges, or further. These programs often feature films and speakers.

THE NEW JERSEY MODEL FOR CAREER DEVELOPMENT EDUCATION



LEVEL I

PRE-SCHOOL . . .

Period of exploration and self discovery. Opportunities for self expression in coping with the environment produce individual behavior patterns.

PRE-SCHOOL PROGRAM

TECHNOLOGY FOR CHILDREN

LEVEL II

ELEMENTARY . . .

Emphasis on the reflections of our man-made environment, the impact of technology, understanding the world of work and the dignity of work.

TECHNOLOGY FOR CHILDREN K-6

OCCUPATIONAL AWARENESS 5-6

LEVEL III

MIDDLE SCHOOL . . .

Vocational exploration on a more sophisticated level leading to greater specificity based on expanded knowledge of skill potential and greater self awareness.

INTRODUCTION TO VOCATIONS 6-10

CAREER EXPLORATION CLUBS 6-8

EMPLOYMENT ORIENTATION 6-9

LEVEL IV

HIGH SCHOOL . . .

Study, evaluation, in-depth testing of tentative choices and expanding development of specific job skills.

COOPERATIVE VOCATIONAL EDUCATION; SPECIAL NEEDS PROGRAMS; WORK STUDY 11-12

VOCATIONAL-INDUSTRIAL EDUCATION 10-12

AGRICULTURAL AND ENVIRONMENTAL EDUCATION
INDUSTRIAL ARTS
HOME ECONOMICS 10-12
BUSINESS EDUCATION
CONSUMER EDUCATION

YOUTH LEADERSHIP DEVELOPMENT 9-12
VOC. YOUTH CLUBS

EMPLOYMENT ORIENTATION 9-12
JOB PLACEMENT 10-12

LEVEL V

POST-SECONDARY AND ADULT CAREER PROGRAMS

Education and work are blended as concomitant functions in a continuous process of attending to individual career development needs.

ADULT AND CONTINUING EDUCATION

HIGHER EDUCATION

COMMUNITY COLLEGE

TECHNICAL INSTITUTE

EMPLOYMENT AFTER HIGH SCHOOL

RESIDENTIAL CENTER
AREA VOCATIONAL TECHNICAL SCHOOL

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4. Element Two: Preliminary Occupational Skills

Programs enabling the student to acquire certain non-technical skills give him sufficient experimental orientation to favorably influence his behavior in subsequent occupational situations.

These skills are usually rudimentary or preliminary to actual competency development. They are provided to give the student more insight into the actual work or training involved. In some instances, they give the student an initial advantage for securing an entry-job in the local labor market.

Preliminary skills can be provided that relate to (a) work in general; (b) a specific job skill; (c) a general job skill; (d) pre-vocational training; and (e) pre-employment orientation. Examples of each of these types of skills are given below:

Work in general: Attendance, appearance, aptitude, and alcohol. These four cause more job loss than any other missing skill.

A specific job skill: how to run a lathe.

A general job skill: how to serve a customer; answering a business telephone.

Pre-vocational training: industrial arts, introduction to business courses, Introduction to Vocations.

Pre-employment orientation skills: income tax information, social security procedures and requirements; job application procedures; locating job openings; and how to read the "Want Ads" in a local, county, or state newspaper.

5. Element Three: Career Planning

Programs of career planning attempt to furnish the student with three major outcomes: (1) increased self-understanding and awareness, particularly as these relate to career potentialities; (2) the ability to analyze jobs and occupations with a knowledge of factors contributing to the total outlook about the job or the occupation; and (3) the ability to be more adept at planning one's career and vocational decision-making.

Basic to career planning programs are vocational counseling and job placement for all students. If these important services are provided, related activities will be meaningful. If these basic services are not available, the students will recognize that they are being asked to take seriously what the school is not taking seriously.

Career planning activities supplementing vocational counseling and job placement include the following: simulations and games; direct purposeful experiences; youth clubs; and using current technology.

Simulations and Games

Simulations and games are of real value as planning-related techniques. Special skits, role playing and career games are examples of this type of approach. Role playing can be combined with classroom instruction or group counseling sessions to simulate real life situations dealing with jobs or career planning. The group's activities can be reviewed and discussed through the use of tape recorders, television tapes, 8 mm. movies and slides.

One career game provides a technique for sixth graders to make decisions and actions as if they were operating in an environment of the future and to observe the results of their decisions and actions. The New Jersey Introduction to Vocations program has a Transportation Game. The North Carolina Introduction to Vocations programs has a successful "Job-Go-Lo" game.

Word games and crossword puzzles concerning careers have been especially successful when they have been developed by students, educators or advisory committees. Games should be carefully chosen and field tested before being used extensively.

Direct Purposeful Work Experiences

Work experience programs provide opportunities for progress in making career decisions. A large number of these work experiences are provided at the senior high school level, but increasingly, varieties of work experience are also being introduced at the junior high school level, especially in the ninth grade.

Non-profit or public supported job programs such as summer reforestation, beautification, and site development for the school or community provide students with job experience and sometimes pay a stipend.

Youth volunteer service programs through hospitals, homes for the aged, welfare programs, and services for the handicapped enable students, as volunteers, to gain experiences in the area of social services.

Work-study programs for dropouts and potential dropouts with heavy guidance overtones have been developed by several states. Two outstanding examples are:

(1) The Newark Opportunity Center for Youth, a joint project of the Newark Board of Education, seven major industries and the State Department of Education.

(2) The New York State experimental program called *STEP* or *School to Employment Program*, a work-study project emphasizing occupational guidance for fifteen year old potential dropouts.

The Junior Achievement movement is an example of young people developing and producing a product, and retailing it in the community with the assistance of local businessmen. In this program, students are given the chance to plan, design, manufacture and market a product, and to manage a small business operation.

School-based placement programs, while practically nonexistant at this time, can be most effective in referring youth to part-time and summer work experiences of value to them on an exploratory basis. While job opportunities for junior high school students have been generally limited to babysitting and newspaper delivery, these areas are now starting to expand, especially as schools adopt this service to provide educational, guidance-related and work exploratory opportunities.

Youth Clubs

Vocational youth groups are an important way for students to engage in activities that broaden and enrich their knowledge of career fields. Examples of vocational youth clubs are *Distributive Education Clubs of America* (DECA), *Future Farmers of America* (FFA), *Vocational Industrial Clubs of America* (VICA), *Future Homemakers of America* (FHA), and *Future Business Leaders of America* (FBLA).

The PREP Club Program, sponsored by the Everett, Massachusetts Chamber of Commerce in conjunction with the public school district, serves as an excellent exploratory program. Students are given the opportunity to select specific vocations of interest to them and are then organized by interest groups into clubs of 15 to 20 members.

The excitement of watching young people "come to life" through these types of programs more than compensates for the hard work involved. There is no panacea, no complete formula to hand out. Each district, in cooperation with others, must develop its own vocational youth programs to obtain the best results for students and the community.

Current Technology

A sign of the future is the new computer-assisted guidance information retrieval system nearing completion. By combining oral and visual techniques, employing tapes, filmstrips, films and a computerized memory storing pertinent data on occupations, systems can give students access to information about a wide spectrum of occupations at the student's own level of maturity and his selected pace. Along with other approaches, such systems should enhance and extend the guidance program considerably.

David Tiedeman at Harvard developed an *Information System for Vocational Decisions*, using a computer, which was

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scheduled for completion in July, 1969. Donald Super and Frank Minor with IBM have been field testing a similar system in Montclair, New Jersey.

In San Diego, California, a program has made it possible for students to learn of local vocational opportunities through the use of print-outs from a centralized office. Called *VIEW, Vocational Information for Education and Work*, the system utilized a keypunch, processing camera for making microfilm clips, and a microfilm reader which is available from the 3M Company.

Interactive Learning Systems, Inc. of Boston, Massachusetts has developed an operating, commercially available computer based college and vocational counseling system. Data files are updated annually, and vocational and technical training opportunities data must be developed on a state by state basis. New York, Massachusetts, and Ohio are already piloting this system for a number of school districts. Not only does this system show great promise, but costs can be as little as 2/3 of the average annual salary of a counselor to serve a high school of 500 students. Data phones and portable terminals are available for use and could be part of a regional service agency system.

6. Element Four: Intensive Preparation for Employment or Further Education

Basic education and development of job skills and attitudes provides the intensive preparation typically needed for employment or further education. Agricultural education, business education, distributive education, home economics, industrial arts, and vocational industrial education are the conventional programs to date. These have been the "work-horses" of intensive preparation for employment or further education. However, two comprehensive programs of career development may well affect the mass of students in the future even more than the conventional disciplines listed above.

One of these comprehensive career development programs usually occurs as a packaged effort occurring in a given school year. It is cooperative vocational education, an old and proven strategy providing vocational development through a planned and coordinated alternation of school-based instruction with actual involvement in a paid employment situation. This kind of program emphasizes personal counseling, job-related instructional classes in the school, youth clubs, and on-the-job training and supervision. This type of program is highly successful, but is ordinarily not available to all students because of the limited numbers of student employment stations.

The other comprehensive career development program is designed to be available to all and has the added advantage of involving a sequential arrangement of program ingredients suitable for continuous career exploration at appropriate stages throughout one's educational experience. New Jersey has the distinction of being the first state to actually operate a comprehensive career development program for all students of a given school district, involving grades K through 12.

In New Jersey we call this total career development approach "Governor Cahill's Career Development Project" because of the enthusiasm, support and statesmanship of New Jersey's Governor William T. Cahill, who spearheaded the securing of a $318,000 appropriation in the New Jersey Legislature for programs in Camden, New Brunswick and Rahway. Involved in this comprehensive program are the following:

- Early School
  - Pre-School–Grade 6 – Technology for Children
- Middle School
  - Grades 6–10 – Introduction to Vocations
- High School 8-12
  - Summer Coupled Work Study
  - Job Placement
- Career Resource Center
  - Audio-Visual Productions and Services
  - School-Industry-Cooperation Services

Details of this project can be found in the November 1970 Special Paper, "The Career Development Project", by Thomas W. Gambino.

7. An Orderly Revolution

Change is being felt in connection with career development programs throughout the nation. There is a growing dissatisfaction with traditional programs emphasizing occupational literature, lectures, and "canned" lectures on films or filmstrips. Career development programs have typically not been well organized, sequential, systematic or centering around the individual student who is maturing in his vocational development over a period of time.

Progress has been made in the refinement of programs for various phases of the student's career development. Key phases have been identified in this paper as occupational awareness, preliminary skills, career planning, and specific intensive vocational training. Each has a solid contribution to make.

Recognizing that career development must occur at a time of greatest relevance for the learner, New Jersey vocational educators are making a major breakthrough in providing all students in a district with a comprehensive career development program, kindergarten through 12th grade. The goals of this comprehensive approach are:

1. Early self awareness.
2. Capacity to deal effectively with the changing environment.
3. The opportunity to discover and productively use individual abilities.
4. Increased knowledge of occupational opportunities as an aid in making wiser career decisions.
5. An appreciation of one's personal responsibility to become a productive member of society.

The orderly revolution toward more effective career development programs for all students is an important opportunity for this state and nation because of these measurable results that can be expected:

- improved school attendance
- improved school performance
- improved appreciation for work of all kinds
- improved ability for "next step" planning for careers
- increased placement in jobs and/or continuing education
- decreased dropout rate
- decreased youth unemployment
- decreased remedial occupational education costs
- decreased urban racial tensions
- decreased welfare rolls

The extent of this revolution in education should not be underestimated. It is a major step for guidance services to seek to meet the needs of all the students. It is a major step for part-time employment to become a part of the curriculum and for a secondary school to become an employment agency. It is a major step for schools to resist our society's overevaluation of a college degree and underevaluation of preparation for all forms of work.

The schools need to give career development for all students the priority it deserves, and to develop a mix of programs appropriate to their students and their community. Without providing priority and flexibility, the schools will not meet today's challenge of developing effective career development programs.

Carl L. Marburger, Commissioner of Education
Robert M. Worthington, Asst. Commissioner of Education
Morton Margules, Assoc. State Dir. of Vocational Education
Harold Seltzer, Dir., Bureau of Occup. Research Development

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Special Paper Series edited by Edwin G. York, Coordinator
Occupational Research Development Resource Centers

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CAREER DEVELOPMENT REFERENCES FOR ELEMENTARY EDUCATION

Books

Gibson, Robert L. *Career Development in the Elementary School.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. 1300 Alum Creek Drive, Columbus, Ohio 43209. Available from publisher, $1.95.

Prepared as a textbook, this book suggests that the elementary school years are the natural ones for developing understandings and attitudes appropriate for later career development and decision making. Career development in the elementary school cannot be left to chance but must be provided for in a planned program. Direction for such a program is provided.

Goldhammer, Keith and Taylor, Robert E. *Career Education: Perspective and Promise.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. Available from the publisher, $5.95.

This book is a collection of significant writings in the field of career education. Special reference is made to elementary education in the following:

Herr, Edwin L. "Unifying an Entire System of Education Around a Career Development Theme," pp. 88-91.

Goldhammer, Keith. "A Careers Curriculum," pp. 134-136, 139-141, and 143.

Keller, Louis J. "Career Development—An Integrated Curriculum Approach, K-12," pp. 185-204.

"Career Education: Career Awareness (K-6)," pp. 211-226.

Osipow, Samuel H. *Theories of Career Development.* New York: Appleton-Century-Crofts, 1968. 440 Park Avenue, South, N.Y. 10016. Available from publisher. $6.75.

Discussions of Roe, Holland, Ginzberg, Super, and others on the above topic are included.

Ryan, Charles. *Career Development in the Elementary School.* Orono, Maine: University of Maine, An unpublished monograph.

Included are reviews of several positions on career development.

Articles

"A Career Development Program in the Chicago Schools." *Elementary School Journal.* V. 71, No. 7, April 1971.

An excellent article describing the program, the activities, the relationships established with parents and other community residents, etc. A section describes the relationship of several subject matter areas to a career development focus.

Dodsoa, Anna G. "An Occupational Expllloration Program for Inner-City Elementary Pupils." *Vocational Guidance Quarterly.* September 1971, p. 59.

A brief description of an interesting program in occupational exploration.

Frank, Alan R. Retish, Paul M., and Crooks, F. Coydon. "Developing a Work Skills Inventory." *Teaching Exceptional Children.* V. 3, No. 2, Winter 1971.

Procedures for developing and using an inventory to evaluate the individual work related skills of students are suggested. The article was written about secondary EMR students but it relevant to the elementary school.

Gantt, Walter N. "Occupational Preparation in the Elementary School." *Educational Leadership.* V. 28, No. 4, January 1971, pp. 359-363.

This article revies contemporary literature concerning procedures to enable the elementary school to prepare pupils for the world of work. Literature is organized around intended emphases:

How man uses work for self support

How major occupations employ knowledge

How productivity relates to a variety of abilities

Gysbees, Norman C. and Moore, Earl J. "Media in Career Development." *Educational Technology.* V. 11, No. 3, March 1971.

This brief article discusses types of learning involved in the career development process and reviews several important writers on the use of media in career development.

Hales, Loyde W. and Fenner, Bradford. "Work Values of Fifth, Eighth, and Eleventh Grade Students." *Vocational Guidance Quarterly.* V. 20, No. 3, March 1972.

This study reveals that this sayree of students in a small Appalachian school system gave priority to work that is steady and dependable, pays well, permits them to use their skills and interests, and benefits other people.

Journal of the Association for Supervision and Curriculum Development, *Educational Leadership. December 1972.*

Focuses on Education for Career Development and has several articles by such persons as Mary-Margaret Scobey, Norman Gysbers, Lloyd W. Dull, Edna Mitchell, Charles J. Law, and Sidney P. Marland.

Laramore, Daryl and Thompson, Jack. "Career Experiences Appropriate to Elementary School Grades." *The School Counselor.* V. 17, No. 4, March 1970. pp. 262-265.

Based on a county survey of elementary teachers, a list of fifteen career education exploration activities for the classroom are presented.

"Occupational Information for Groups of Elementary School Children." *Vocational Guidance Quarterly.* V. 14, No. 3, Spring 1966.

A very useful article which describes activities for early elementary, third and fourth grades, fifth and sixth grades. In addition, a section describing appropriate approach for this age child.

Samson Jr., George. "Enriching Their Early Age Store of Occupational Information." *School Shop.* V. 30, No. 6, February 1971.

A description of an occupational information approach used in a junior high school. Ideas could be used as is or altered for elementary school.

Stephens, T. N. and Clary, Joe R. "The Governor Got Busy." *American Vocational Journal.* March 1972, p. 52.

The article gives details of a Middle Grades Career Exploration Program in North Carolina and lists essential components for such a program.

Sylvester, Robert and Moore, Esther. "Peacemaker, Plumber, Poet, Drummer." *Instructor.* V. 81, No. 6, February 1972.

In this special focus section, the authors pose the pertinent questions children need to ask themselves in preparation for career exploration; Gysbers and Moore tell how individual teachers can start a career exploration program; and five school systems illustrate exciting classroom results.

Swain, Emeliza. "A Training Program for Career Exploration Teachers." *American Vocational Journal.* V. 16, No. 6, November 1971, P. 81-82.

A brief description of a program in Georgia to prepare teachers for a comprehensive career development program K-14.

Talagan, Dean P. "Comprehensive Occupational Education: K through Life." *Business Education World.* V. 51, No. 3, January 2, 1971.

The article briefly outlines the Wyoming Occupational Education Program. The emphasis K-6 is on attitude development.

Tennyson, W. Wesley. "Career Development: Who's Responsible?" *American Vocational Journal*. V. 46, March 1971, pp. 54-48.

A general article on career development which uses young children as examples of the messing of work and play and cautions educators on a tendency to push for vocational choice rather than assist in career development.

Wellington, John A. and Olechowski, Nan. "Attitudes Toward the World of Work in Elementary School." *Vocational Guidance Quarterly*. V. 14, No. 3, Spring 1966.

Describes a study of 30 third grade suburban school children who participated in a project to increase their occupational awareness. Ten positive outcomes listed and implications for such programs suggested. A superficial view of it.

Wood, Walter. "A Cargo of Career Education." *American Education*. V. 7, No. 8, October 1971.

The article with pictures describes a Maryland program which brings opportunity for the development of career skills to isolated areas through a mobile classroom.

"World of Work and Early Childhood." *Reading Teacher*. V. 25, No. 3, December 1971.

The article reviews the literature indicating early influences on later career choice, looks at previous programs on the world of work and describes in detail a program in Baltimore School. The emphasis in this program description is on means of developing verbal skills.

Magazine Column

"Career Guidance in the Elementary School." *Elementary School Guidance and Counseling*. The purpose of the column by George Leonard is to discuss, describe, and disseminate information regarding career guidance principles and practices in the elementary school.

The first two columns present a rationale for career guidance in the elementary school and describes various activities which have been successful in various classrooms.

Career Development for Handicapped and Disadvantaged Students—K-12

Career Development/Mentally Retarded

District of Columbia, Department of Vocational Rehabilitation. *A Coordinated Program of the Department of Vocational Rehabilitation and Public Schools for Mentally Retarded Students in Basic Academic Track*. Final Report. Washington, DC: Social and Rehabilitation Service, Department of Health, Education, and Welfare. 1969. 112 pp. ED 047 464.

Folman, R., and Budoff, Milton. *Learning Potential Status and Vocational Interests and Aspirations of Special and Regular Class Adolescents*. Vol. 1, No. 7. Cambridge, MA: Research Institute for Educational Problems. 1970. 24 pp. ED 048 707.

Steffenberg, Mary L. *The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service*. Final Report. Washington, DC: U.S. Office of Education, Department of Health, Education, and Welfare. 1969. 41 pp. ED 044 874.

Career Development/Disadvantaged and Handicapped

Banta, Trudy W., et al. *Job-oriented Education Programs for the Disadvantaged. Schools and Industry Cooperate*. PREP-IX. Washington, DC: U.S. Office of Education, Department of Health, Education, and Welfare. 1969. 76 pp. ED 034 085.

Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook. PREP-X. Washington DC: U.S. Office of Education, Department of Health, Education, and Welfare. 1970. 54 pp. ED 034 086.

Divisionof Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education. *Implementing the Vocational Education Amendments of 1968 for the Disadvantaged or Handicapped. Suggested Utilization of Resources and Guide for Expenditures* (SURGE). Washington, DC: U.S. Office of Education, Department of Health, Education, and Welfare. 1970. 19 pp. ED 043 732.

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U.S. Office of Education, Rehabilitation Services Administration. *Vocational Readiness for Young Disabled Students in New York City*. Final Report of a 5-year Collaborative Study. Albany, NY: State Educational Department. 1968. 198 pp. ED 042 318.

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Young, Earl B., ed. *Vocational Education for Handicapped Persons: Handbook for Program Implementation*. Washington, DC: U.S. Office of Education, Division of Vocational and Technical Education. 1969. 131 pp. ED 032 695.

STEP 2.2

This step includes a series of "This We Believe" statements about career education from Utah and seven basic goals for career education which focus upon desired learner outcomes. Also included is a statement about career education in Oregon. Materials on a "District Communications Program" are included, as a suggestion that two-way communication with the public is desirable and essential in the success of Career Education.

We believe that...

1.

Because there is dignity in all honorable and honest work,

educators should provide a learning climate in which the vocational-technical and professional skills are given equal importance.

2.

Because career education is an important part of total life education,

all facets of the educational system should cooperate to help the individual become a gainfully employed and productive human being.

3.

Because educational systems cannot assume sole responsibility for career education,

there must be total community, home, and school involvement if career education programs are to be successfully implemented.

4.

Because all individuals will be engaged in selecting one, or a succession of gainful occupations as a part of seeking personal fulfillment,

career education must be provided every human being throughout life.

5.

Because career education is a lifelong developmental process,

educators must provide learning experiences for attitude formation, orientation, exploration and skill development which begins in early childhood and extends through the life of the individual.

6.

Because career education is directly related to fulfillment of the unique needs, desires and aspirations of every human being,

educators must design humanized learning experiences for each individual that are highly personalized and compatible with his abilities and interests.

7.

Because an accurate appraisal of personal strengths and limitations is a prerequisite to making a wise choice of occupations,

the educational system must assist each individual to understand his abilities and interests.

8.

Because all education should have as its goal the total development of the child,

course content or learning experiences should be related to life, now, and future occupational choices; and curriculum must become more functional for those students who desire early occupational entry.

9.

Because career choices will be made by the individual, influenced by his parents and others,

educators must provide students and parents with the necessary information, decision making skills, and understandings for the student to make wise choices.

10.

Because conditions and circumstances beyond the control of the individual may interfere with his educational progress,

the educational program must be flexible enough to meet the career needs of disadvantaged and/or handicapped individuals.

11.

Because the educational system will be held increasingly accountable for an instructional program which prepares individuals for gainful employment,

educators must accept a proportionate share of the responsibility for preparing and placing each individual at the next step in career development.

12.

Because the student who has been involved in real work experiences, or even in simulated experiences, is more likely to make a successful entry into the world of work,

educators should attempt to provide these kinds of experiences for each individual according to his needs and desires.

13.

Because the classroom teacher is in a key position to provide career guidance,

preservice and in-service education should assist teachers in acquiring the necessary competency to aid students in recognizing career opportunities.

14.

Because technical assistance in occupational guidance is the prime responsibility of the counselor,

preservice and in-service training must assist him in acquiring the competencies necessary to assume a leadership role in implementing career guidance and in contributing to other aspects of career education.

1.

Understanding Oneself and Relationship with Others

GOAL: Individuals will develop a sense of self-worth and a positive attitude toward others.

Each individual will:

1. View himself as a worth-while person.
2. Recognize his importance as a worthy member of a group.
3. Understand why community success is dependent upon productive individual workers.
4. Recognize his own strengths and weaknesses and how others differ from him.
5. Develop attitudes and personal characteristics necessary in getting, holding, and advancing in a chosen career.
6. Recognize the importance of all honorable occupations.
7. Understand the contribution a chosen career can make to personal fulfillment and life style.
8. Recognize that career selection should be related to individual interests and abilities.
9. Understand the relationship of career success to the welfare of the family.
10. Recognize that service rendered should be equal to pay received.

2.

Career Orientation and Information

GOAL: Individuals will develop a growing awareness of career opportunities throughout the educational program.

Each individual will:

1. Be able to identify occupations in the community.
2. Acquire information about many occupations outside the immediate environment.
3. Be able to identify the various clusters of occupations.
4. Gain an understanding of life styles associated with occupations in various cultures.
5. Identify the careers available to him according to his interests and abilities.
6. Explore several career clusters through hands-on activities, field trips, communication with workers, etc.
7. Select and work in an occupation within a chosen cluster.

3.

Economic Awareness and Consumer Competency

GOAL: Each individual will understand the operation of the economic systems of our society and factors related to the national, local and individual economy.

Each individual will:

1. Develop an understanding of the need for work and exchange of goods and services.
2. Acquire a knowledge of our monetary system.
3. Achieve economic understandings and consumer competencies necessary to manage resources wisely.
4. Understand the law of supply and demand.
5. Have knowledge of the economic rewards at different occupational levels.
6. Develop concepts of economic potential—the cost of preparing for an occupation in relationship to expected income.
7. Understand how investments, interests, insurance, savings, etc., can contribute to personal and anticipated career income.
8. Understand the functions of financial institutions in a capitalistic society.

4.

Career Skill Exploration

GOAL: Each individual will acquire a knowledge of the skills necessary to function in a variety of career choices.

Each individual will:

1. Have opportunity to become acquainted with the skills necessary to be successful in a variety of occupations.
2. Have continued exposure to the expectations of prospective employers.
3. Have opportunity to view himself as a worker in various occupations.
4. Participate in on-site visits, view work activities in progress and communicate with workers in various occupations.
5. Identify particular attitudes and abilities necessary to achieve success in various career clusters.
6. Become acquainted with the "tools of the trade" in chosen career clusters.

5.

Decision Making and Planning

GOAL: Individuals will learn the steps in decision making and how to effectively plan for career development in an informed and responsible way.

Each individual will:

1. Understand how career success is related to establishing goals and objectives and recognize that all planned behavior is goal oriented.
2. Learn the importance of establishing personal goals based on an understanding of his own potential.
3. Accept responsibility for choosing, getting and holding a job.
4. Gain a knowledge of the components of the decision making process.
5. Use the decision making model in developing his career goals.
6. Develop the ability to make, carry out, and evaluate both short and long range goals.
7. Identify and comprehend factors which may have relevance for one's career decisions.
8. Recognize the need of constant re-evaluation of career decisions and methods selected for reaching one's goal.
9. Develop a realization that career decisions are increasingly irreversible or reversible only at some cost of time, effort, and money.
10. Become aware that most goals may be accomplished in a variety of ways.
11. Identify and utilize systematically valid sources of occupation information.
12. Understand that educational decisions may have an important impact on career opportunities available to an individual.
13. Develop criteria by which occupations or other career activities may be judged for their appropriateness in meeting life-career goals.
14. Prepare for constantly changing employment trends, work roles, and job mobility.
15. Make appropriate use of interest inventories, tests, and counseling to assist in education and career decision making.

6.

Specific Skill Development and Application

GOAL: Each individual will develop the necessary competencies for entry-level employment in a career or careers of his choice.

Each individual will:

1. Be engaged in learning specific job entry skills, if he so desires, prior to or upon termination of high school.
2. Develop skills, knowledge, competencies and attitudes necessary for entry in the labor market or for next steps such as technical schools, universities, or family life.
3. Be provided with practical on-the-job work experience wherever possible.
4. Have available re-entry into the educational system for further occupational training at any time in his life.

7.

Placement, Stability, Advancement

GOAL: Individuals will be able to demonstrate the competencies necessary to acquire employment, be successful on the job and continue to advance in the career of their choice.

Each individual will:

1. Demonstrate specific job entry skills in the occupation of his choice.
2. Possess the characteristics necessary to be a productive employee.
3. Understand how to utilize employment agencies in obtaining placement including both those in the school and community.
4. Demonstrate the ability to work harmoniously with fellow workers and relate well with those in authority over him.
5. Possess the personal qualities such as initiative, loyalty, dedication, dependability, and leadership which will aid him in advancement on the job.
6. Possess attitudes which will allow him to be flexible and capable of taking advantage of advancement opportunities as they arise.

CAREER EDUCATION IN OREGON

A Statement on Improvement of Vocational Instruction in Oregon Schools

By LEONARD E. KUNZMAN
Director of Career Education, Oregon Board of Education

CAREER EDUCATION IN OREGON

Over the past several years considerable progress has been made in providing increased opportunities for youths and adults to train for employment, particularly in post-high school programs. Increasing attention has also been given to providing secondary students with information about careers, jobs, and employment.

Yet today, in a society oriented to higher education, one out of five Oregonians still does not finish high school, and only one in ten actually graduates from a four-year college. Most of the school curriculum (high school in particular) still is structured as though everyone is preparing for a career which requires a four-year college education.

School life has by-and-large been separated from real life, from real work, and from real community service. Our present approach to universal education has tuned out many young people. Bored, restless, disenchanted, they seek alternate avenues to fulfill their innate desires to learn and to experience.

On the positive side, many of the state's high schools have added or expanded occupational education offerings so that currently about one-fourth of the juniors and seniors are participating in occupational programs. Too, a number of schools are showing increased interest and activity in occupational exploration, interdisciplinary approaches to occupational instruction and other career-related programs. In post-high school occupational education, progress has been rapid through the development of a system of 12 community colleges in the last 10 years. In 1968-69 vocational instruction was provided for nearly 34,000 persons in preparatory and adult programs.

PROBLEM

While the gains made in providing career education have been significant, we still face a major dilemma in arriving at a comprehensive program. The problem is essentially two pronged:

1. How can secondary schools become preparatory institutions for *all* students?
2. How can the total school curriculum be related to the real life goals of students so they are motivated while in school and also better equipped to choose, from among many alternatives, the direction they will take after high school, whether it is on-the-job training, apprenticeship, community college, private vocational school, or a four-year college?

OBJECTIVE

The public schools in Oregon are responsible for providing every young person with educational opportunities that will enable him to develop to his full potential. The Oregon Board of Education has interpreted this to mean that schools have a three-fold objective: to help young people (a) discover their individual interests and abilities, (b) explore the many avenues of productive activity that might challenge and enlarge their individual talents, and (c) learn the wise exercise of freedom of choice, self-direction, self-discipline, and responsibility.

PROPOSED ACCOMPLISHMENTS

Giving a new emphasis and a new look to "career" education will go a long way toward solving the problems that have been outlined. Because friendships, life style, community service, voting habits, citizenship, leisure time, and family life are all vitally affected by career choice, "career consciousness" can and should pervade teaching and learning and should seek to remove the distinction between vocational and academic subjects.

Persons are going to enter the labor force and produce the goods and services needed by society whether or not the public education establishment concerns itself with the task. Learning on the job, employer training programs, military training, private schools with full-time or part-time programs, training programs operated by other agencies of government — these and other ways of entering employment will continue to contribute their share to the total effort.

In Oregon, we are building an approach aimed at the development of skills and understandings which relate to families of occupations. Selected occupations are clustered in logical groups in which the occupations are related because they have similar teachable skill and knowledge requirements. The implication is that most high school experiences will be centered upon the knowledge and skills common to the occupations which comprise a cluster, or family. This structure not only has a motivational effect but will prepare students for entry into a broad family of occupations rather than only one specific occupation.

To emphasize the stated objective, the career-cluster program will require the following major changes in our school system.

Accomplishment No. 1: Assuring that all instruction is relevant to the real life concerns of students so that they develop the basic skills, knowledges, and values that will be essential for success in any career they might choose.

Today, it is generally conceded that in order to engage the interest and desire to learn in all young people, we must find new ways to make learning "relevant," especially to those who do not come to school with the background and motivation of "the middle classes" for whom the schools are largely geared.

To achieve relevancy, it is generally conceded that we will need to emphasize two things:

1. It will be necessary to give general education a massive infusion of illustrations from the world of work.

The vast majority of students in our schools need to have subject matter related to what concerns them in real life. Teachers at all levels must be trained and guided to plow up their subject-area fields and sow them with relevant materials. Beginning at the elementary level, they must bring into the teaching process examples of how the concepts, symbols, and language of their particular disciplines can be used in everyday life and, more particularly, in careers. Students must read about and write about something — the world of work can well provide some of the most important topics.

2. We will need to find ways to pull out the relevant things that each subject has to offer to those who will not be specializing in the subject area field. Rather than requiring students to learn the information or facts that have been produced in each subject area, we need to seek ways to help the student learn to use the subject's "language" and methods as tools to solve his personal problems and to fulfill his responsibilities as a human being, citizen, parent, breadwinner, voter, and taxpayer.

Accomplishment No. 2: Providing all with ample opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of each of the career fields that are open to them.

In order to achieve the second major objective of career education in Oregon's public schools, the staff of the Oregon Board of Education will work to implement:

1. Development of workable models (curriculum, resources, instructional techniques) that can be adapted by any school system to meet the needs of its students for exploratory experiences in the middle grades.
2. Universal adoption by Oregon school districts of an acceptable exploratory program that will:
   a. Explore the knowledge, environmental factors, and skills, common to the occupations which comprise a broad family of occupations rather than a necessarily limited list of unrelated occupations.
   b. Enable all students to select a broad career-cluster goal appropriate to their interests, abilities and aptitudes as a focal point of their high school experiences.
3. Cooperative efforts by the various subject areas, in particular Industrial Arts, Home Economics, and Social Sciences, to provide exploratory experiences for all career clusters.
4. Effective and extensive use of business and industry for exploration through selected work experience and observation.

Accomplishment No. 3: Providing guidance services adequate to assure that every young person gains expert help in assessing his personal interests, aptitudes and abilities, in making career choices, and in planning an appropriate educational program.

1. Development of a workable model (counselor-student ratios, counselor qualifications, materials and processes, follow-up and feedback) that can be adapted by any school system according to its specific needs.
2. Universal adoption by Oregon school districts of an integrated career counseling and guidance program that will:
   a. Place at the elementary level, major responsibility for preventive counseling (spotting behavioral problems and developing effective solutions) and orientation to the world of work (with initial emphasis on the development of positive attitudes toward all occupations during the elementary grade experiences).
   b. Place major responsibility at the secondary level, particularly at grades 7, 8, and 9 for helping all students determine general, but tentative, career goals and life styles.

   Students at the high school level should not be expected to set specific career goals. But they should choose a broad field of interest, and the school and curriculum should be so structured that if a student wants to change even the broad area in which he is studying, he can do so with minimum frustration. Counselors should be oriented to thoroughly understand all programs so that they may work meaningfully with students in aiding them to make decisions consistent with interests and aptitudes.

   Educators and parents have probably worried excessively about the fact that students' goals change often. Goals will change. But this does not alter the fact that individuals work better and are more highly motivated when they have short- and long-range goals. Aimlessness is one of the plagues of secondary and college students.

   The significance of the career-cluster approach is that students need not set a specific career goal but a general goal. It is still possible to connect most of the secondary-school experiences to the general goal without pinpointing specific careers.
3. Assure that every student is suitably prepared for and has adequate assistance in taking the next step after high school graduation, whether that step is into post-high school or college work, apprenticeship training, an entry-level job, or homemaking.

Accomplishment No. 4: Providing a high school curriculum based on career goals that will allow all students to prepare for the occupational fields of their choice by acquiring skills and knowledges that will enable them to (a) obtain entry-level employment in jobs not requiring advance training, and (b) continue education and training in post-high school institutions or in business and industry.

In order to assure that *all* students have access to relevant learning experiences in high school, two major things must be accomplished:

1. High school curriculums will need to be built around the career cluster or family of occupations concept so that students may select a career goal at the beginning of their high school experience and then tie a majority of their high school experiences into this generalized goal. This will not involve so much a change in facilities or curriculum as the proposed

changes in guidance and counseling patterns and a change in the way a secondary-school curriculum is outlined.

What we are really calling for here is a change in thinking by all concerned so that preparation for a career becomes accepted as one of the clear and primary management and instructional objectives of the secondary schools.

2. More specific career education should be provided in the eleventh and twelfth grades. The minimum requirement to provide in-depth instruction necessary for any effective entry-level performance will approximate ten hours per week — in addition, of course, to state or local general education requirements.

Most of the 25,000 occupations listed in the Dictionary of Occupational Titles, of which only 5,000 require a college degree for entry, can be reduced to some 14 to 18 clusters for purposes of secondary-school instruction and goal setting.

The new scheduling and student forecast sheet will likely include career cluster options such as the following:

Mechanical and repair occupations
General clerical occupations
Basic marketing occupations
Agricultural occupations
Food service occupations
Construction occupations
Secretarial occupations
Electrical occupations
Social service occupations
Graphic arts occupations
Health occupations
Metal workers occupations
Bookkeeping and accounting occupations
Wood Products occupations

Obviously it would be impractical for every high school to offer complete preparatory programs for every cluster. Every high school will, however, be expected to offer a number of comprehensive curriculums in keeping with its size and the career goals of its students. Moreover, it is expected that, through state and regional planning, students can find their desired program in a nearby high school, community college, or in business and industry.

It is planned to develop this phase of the program to the extent that by 1975, career cluster education programs will be available to 80 percent of Oregon's 11th and 12th grade students and at least 50 percent of them will actually be enrolled in these programs.

3. Greater use will need to be made of business and industry as a significant part of the educational program through cooperative work experience and on-the-job training.
4. Youth organizations should be further developed as an integral part of the career education curriculums to provide increased motivation and opportunities for leadership development.

Accomplishment No. 5: Assuring that opportunities for advanced occupational preparations are readily accessible to all persons through community colleges, other public and private post-high school programs or business and industry.

1. Universal acceptance of specific training (as opposed to the broader-based cluster occupational education) for those occupations that do not require a bachelor's degree, as the responsibility of post-high school institutions; i.e., community colleges, apprenticeship programs, on-the-job training, or private vocational schools and colleges. If a student goes through a good career-cluster program in high school, he should be prepared for an entry-level job not requiring advanced technical training, but more likely, he will use the program as preparation for specialized post-secondary education and training.

That means the community colleges and high schools will seek to cooperatively plan articulated educational programs that will enable all students to achieve their career goals, regardless of where they live. In addition, there will be planning for joint use of facilities, guidance and counselling programs (vocational as well as academic), advanced placement opportunities, and when feasible, instructional staff.

2. Extensive use should be made of on-the-job training in business and industry as an important aspect of occupational education, with emphasis on cooperative work experience programs providing closely coordinated institutional and on-job instruction.
3. A unified thrust and articulation with all segments pulling together must be developed by the community colleges, private vocational schools and colleges, business and industry, apprenticeship, four-year colleges, and other agencies and organizations if the very real needs for occupational education and training are to be met.
4. The goals established for post-high school occupational education programs are to offer ample alternative opportunities for students in occupational preparatory programs and to achieve a threefold increase in the upgrading and retraining of adult workers.

PROJECTED ACTIVITIES

Specific activities to carry out the proposed accomplishments are currently being defined, scheduled and costed out to determine the state and local resources necessary to meet the program objectives. Typical activities underway and planned include the following:

Accomplishment No. 1: Assuring that all instruction is relevant to the real life concerns of students so that they develop the basic skills, knowledges, and values that will be essential for success in any career they might choose.

To accomplish a massive infusion of public school programs with examples from the world of work, to eliminate irrelevant content from the curriculum, and to relate what is taught to the real life problems and goals of all students will require:

1. Developing programs that will gain commitment and cooperation from teacher educators and teach-

ers at every level of education.

2. Conducting extensive preservice and in-service programs to develop the abilities and attitudes of teachers essential to recognize the real concerns of students and adapt instruction to them.
3. Developing strategies that will gain commitment and cooperation from leaders at every level of the educational administration — school principals, district superintendents and boards, intermediate education district superintendents and boards, college and university deans, and the Oregon Board of Education.
4. Launching an information program to gain the understanding and support of parents and taxpayers in all communities so that the necessary resources can be provided.
5. Surveying and disseminating the research and development that has already been done in this area.
6. Providing curriculum guidelines and continuously updating annotated catalogues of occupational information materials (film, filmstrips, etc.) which will help teachers in every subject field relate classroom instruction to the world of work.

Accomplishment No. 2: Providing all students with ample opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of each of the career fields that are open to them.

To assure that all students have adequate opportunities for effective exploratory experiences in the middle grades will require such activities as:

1. A review of the research and development that has been done in this field to provide a base for designing program models.
2. Evaluating experimental and pilot programs with a view toward combining the best features of these programs to build one or more effective models.
3. Conducting cost-benefit analyses of several kinds of exploratory education models in various size school systems.
4. Developing and updating curriculum guides and resource materials such as annotated catalogues of occupational information materials (films, filmstrips, recruitment brochures, etc.) suitable for use in exploratory programs.
5. Developing a coordinated approach by the subject areas of Industrial Arts, Home Economics, and Social Sciences to design and incorporate into their instruction exploratory experiences appropriate to all the occupational fields.

Accomplishment No. 3: Providing guidance services adequate to assure that every young person gets expert help in assessing his personal interests, aptitudes and abilities, in making career choices, and in planning an appropriate educational program.

Activities essential to providing improved guidance services include:

1. Review and evaluation of promising guidance programs and approaches being tested and used in schools throughout the country.
2. Development and evaluation of appropriate working models, materials, and resources to provide for orientation to the world of work at elementary grade levels; formulation of tentative career goals and lifestyles at junior high school levels; and determination of specific career goals at the senior high school and community college levels.
3. Establishment of preparatory and in-service programs to provide all guidance personnel with an awareness and understanding of career education.
4. Development of a career guidance manual for the use of those who counsel students in selecting their educational programs and courses.
5. Establishment of an elementary guidance program in all schools with qualified counselors.

Accomplishment No. 4: Providing a high school curriculum based on career goals that will allow all students to prepare for the occupational fields of their choice by acquiring skills and knowledges that will enable them to:

1. Obtain entry-level employment in jobs not requiring advanced training.
2. Continue education and training in post-high school institutions or in business and industry.

Activities in progress and planned to establish comprehensive career cluster preparatory programs at the senior high school level center around the following:

1. Continued analysis and updating of manpower and employment data to serve as the basis for determining and validating occupational clusters.
2. Development and maintenance of curriculum guides and materials for each of the curriculums, including field testing, analysis of manpower needs and employment opportunities and periodic evaluations.
3. Establishment of preparatory and in-service programs to recruit, train, and upgrade occupational instructional personnel needed for the local school programs.
4. Development of models, materials, and teacher education programs to further the interdisciplinary approach to teaching occupational and general education subjects.
5. Establishment of effective exemplary programs for each of the cluster curriculums and for representative schools.
6. Development and dissemination of guidelines and data for effective program planning at the local level.
7. Development of vocational youth organizations as an integral part of all occupational programs.
8. Continued evaluation of local programs.
9. Require a minimum number of career cluster programs be offered in order to qualify as a standard secondary school.

Accomplishment No. 5: Assuring that opportunities for advanced occupational preparation are readily accessible to all persons through community colleges, other public and private post-high school programs or business and industry.

Development of an extensive system of post-high school occupational education will be accomplished through activities such as:

1. Development of career curriculums and curriculum materials.
2. Establishment of effective preparatory and inservice programs for professional personnel.
3. Program evaluation.
4. Development of procedures and materials to assist in articulating post-high school and high school occupational programs and in coordinating post-high school career education programs.
5. Develop procedures for allocating specialized occupational education programs among the community colleges.

PUBLIC RELATIONS

L. WAYNE REID

Education needs proper public relations. It is a major social institution subject to all the forces present in our society. Educators now need to advertise what accomplishments we have attained. The public must be systematically shown that we are the most successful factor in society.

Your school or district needs a systematic effort toward acquainting the public with the problems and needs of your school or district. Without a pipeline to the people, the administrator is crippled. You are unable to interpret public opinion; you may even make the ruinous mistake of confusing it with pressure-group opinon or minority-group opinion.

In recent years educators have been taking a leaf out of industry's book. We are waking up to the realization that the public not only should be aware, but demands to be aware of school aims, objectives, activities, and results of our program. Accountability is upon us. When the public is aware of the good you in your school are doing to meet the growing complexities of a rapidly changing society, they are going to be more willing to try to help you do more good.

By keeping your public informed, they are going to realize the multiplicity of problems involved in the daily routine of the school. They may also understand that education needs moral support and costs money and that their money is being well spent.

To gain this public good will is now a necessity to education, yet far too many school staffs are so engrossed with immediate problems they fail to give adequate attention to keeping the public informed.

Earlier in our history, the people knew more about their schools than the people of the present. Four conditions help explain this fact.

1. The school was a community center as well as an educational establishment. Those who attended for any civic or religious function could not help but become acquainted with the educational program.

2. The school and its curriculum was relatively simple and easier to understand. Much more so than the schools of today.

3. The people seemed not to be too busy or too involved in such things as television to attend school meetings. The growing complexity of modern life especially in the city militates against parents having, to any extent, first hand knowledge of the school.

4. The people had not delegated such large functions to their boards of education but kept the power unto themselves. To make these decisions required that people be better acquainted with school affairs.

So to be considered a good school today requires different techniques. The two-fisted principal must not make an unseemly display of his bellicosity; he must now become a fighter under wraps. He has to now avoid petty quarrels which might mushroom into community schisms. He must work together with the team.

This team consists of the school, home, and community working together for the education of the child. Therefore, each group must truly understand the workings and needs of the other, because an action in any one will certainly produce reaction in the other two. Communication becomes the key to good community relations and you, the administrator, remain the key to the selling of your program.

So it is that the task, at every opportunity of your school, should be to keep the public thoroughly and constantly informed concerning the aims, needs, management, and accomplishments of your school. These PR programs must be well planned, not the "fly-by-the-seat-of-the-pants" approach so customary in former years. We might even equate this to the compass analogy. There are two types of compasses. One is for drawing circles and the other is for getting someplace. If educators use the second approach we can bolster public confidence immensely.

Successful communication between the school and your public requires:

- A definition of the needs of school and community
- A multi-directional program
- Mutual fields of understanding
- Use of wide variety of media

After you have defined the peculiar needs of your school and community, you must mobilize your every effort to carry out various phases. Some areas are common to all systems which bear considering. These might be the following:

STUDENTS: Most parents form their impressions of the school largely on the basis of the reports of their children. The affection of the parent for the child also injects the emotional factor into the situation. It is wise, therefore, to give much attention to the matter of assisting students in understanding the school and its procedures and to induce them to take pride in its progress and achievements.

Your own students, then, are actually the best public relations media any school could hope to obtain. By using students' word-of-mouth to advertise any program they are interested in will undoubtedly get contagious. Therefore, it can develop into a "Bonanza" of respect for your school. It should be stressed, however, the key to this type of public relations lies in effective classroom motivation of each child.

Among ways to bring attention of school achievements to the students are assemblies, homeroom meetings, exhibits, bulletin boards, contests, commencement, the school paper, and school news in the local newspaper.

Also a general attitude of dignified friendliness on the part of your school staff toward the students and their activities, reasonable displays of confidence in them, abstinance from petty snooping or nagging, and a co-operative attitude are ideal ways of promoting student enthusiasm for later use in public relations.

SCHOOL EXHIBITS: By using various display windows in community stores you can advertise various achievements your curriculum produces. These arrangements must be exceptionally well prepared and of sufficient interest and value to warrant the merchant's setting aside the space. Window space must not be requested too often.

Other exhibits may be arranged in libraries, city buildings, fairs, malls, etc. Carnivals, pageants, and even testing procedures can be utilized as sources of display. In fact, bulletin boards even in your own school will serve to attract parental attention.

SCHOOL PROGRAMS: Special events are perhaps your greatest opportunity to get the community behind your school. Parents pop their buttons from their vests when their own "Johnny" or "Sally" performs in public, no matter how small their part. When parents know what is going on at school they become aware of complex problems and, because they want the best for their children, are willing to help the school achieve.

Citizen advisory groups for any such activity can bolster their own ego and provide a never-ending amount of support for your school. In our modern schools it seems the most effective way to promote a cause is to organize a committee. Construction of these committees involves the administrator being cognizant of occupational, cultural, economic, and political representation.

Some of the special school programs are:

a. Athletics. This is the easiest obtainable publicity. The staff should be cautioned about being critical of your own team and especially not of the opponent. Team activity as a whole should be praised rather than undue emphasis on particular players. It seems that America's attitude has always been competitive. A community itself even loses cohesion and pride if your school's team isn't representative.
b. Musicals.
c. Commencement, dedication, or convocation exercises.
d. Concerts.
e. Public forums. These might include a forum of the school board, guest speakers, budget hearings, P.T.A. meetings, study groups, symposiums, Mother's Night, preschool conferences, informal luncheons or teas, films, etc.
f. Plays.
g. Excursions and field trips.
h. Club socials and open houses.
i. School newspapers.
j. Dances.
k. Parades.
l. Special Programs. These may includes special musical or drama presentations to clubs. All organizations are looking for good programs of this variety.

* If posters are to be used to advertise these events, they must be attractive and well done. They should be properly displayed and changed at frequent intervals. This is true of the marquis also.

SPEECHES: Both teachers and administrators have unique opportunities to address many women and men's clubs, P.T.A. groups, luncheons or dinners, lodges, and even church meetings. To gain the respect of these groups, you are well on your way to terrific P.R.

COMMUNITY SCHOOL APPROACH: This approach can bring the community into the schools for their own satisfaction. Once in and a part of the school's program, they generally are in favor of any reasonable school request which comes about. Developing a profile of community talent and resources will assist this community school approach and your regular school's needs as well.

Group and organization liaison can be effectively utilized. Visits, adult education classes, recreational activities, tours, scholarship funding, career days, and other activities may all be considered proper areas for improved public relations.

PARENT-TEACHER CONTACTS: It is an extremely wise idea to promote parent-teacher interaction. A public school's week devoted to explaining to the public the aims and objectives of the schools, as well as opportunities for school visitation by parents and patrons.

Some of the advantages of an effective program during a week of visitation include: (1) Better understanding by the public of the work being accomplished in the schools; (2) More sympathetic understanding of the problems confronting teachers; (3) An opportunity for the public to view the facilities which have been provided for the task of educating the young; (4) An opportunity for parents to observe at first hand the school setting for their children's education; and (5) Greater mutual acquaintance of parents and teachers. By early spring most classes are in a position to demonstrate some of their accomplishments. It might be well to have the city council or mayor proclaim the week "education week." Maintaining public schools is the largest single financial expenditure of most districts, and the taxpayers have a right, as well as a duty, to be well-informed.

Room visits, committees, and resource people provide direct experiences into your school and can combat any hearsay or rumor you may have floating about town.

A good idea is to remember that parents are more interested in "Sammy's" classroom experience than in the details of your curriculum so you must personalize your product. Report cards have been a communication item for years, but you might also use stuffers for report card time days, various reports to parents, telephone visits, etc.

1. Do not try to overwhelm parents with vocabulary. Talk in terms they can understand.
2. Try to keep from arguing with parents. Be a professional.
3. The positive approach is best. Always begin and end on favorable aspects of their child's strengths.
4. Generally come out from behind your desk. talk to them as you would a member of your own family.
5. Immediately, state the reason for the conference or if the parent calls it, get to the heart of the subject from the first.
6. Keep smiling. If at all possible try to become the parent's friend. Help them remember you are after the same goal as they are; i.e., helping the child succeed.
7. Do not compare this child to any other. Do not use other student's names at any cost.
8. Do not try to talk entirely from memory. Parents need to be shown the truth. Your roll book, samples of the child's work, etc. should be available.
9. Let the parent help you determine where their own child lies and how they would grade them if they were you.
10. If there a behavior problem, accept the parent's reasoning. If possible lead the discussion into other possible reasons which perhaps they have not figured on. Try to avoid expressions which will mislead the parents either one way or another. Attempt to be constructive in suggestions, however, remember a few well-put suggestions are better than too many.
11. Always be truthful, yet tactful. Also unkind accusations can only cause hard feelings. Walk in the parent's shoes for awhile.
12. Always summarize the conference so both you and the parents have the same-understanding of what went on. Make the parents feel there has always been something accomplished no matter how trivial. Then cordially invite them back.
13. Inherent in all these reactions is the advice to remain composed and cautious.

MODERN COMMUNICATION: The television and radio are two newcomers to your P.R. program. Here stories can be told and school problems and successes elaborated on. They have tremendous implications for such areas as athletics especially since it brings the activity to the observer as well as an account of what is taking place.

Schools can develop specially planned programs (interviews, debates, contests, talks, etc.)

It is best to use straight reporting of newsworthy events, or public service announcements. Always aim at high quality presentations no matter what type. Try to suggest to the station the proper viewing or listening time and when the time is available really sell your product.

Other media might include tapes of documentaries, slides or various school events, records of music presentations, transparencies, posters for stores or restaurant table center pieces might be prepared. Billboards may advertise special events. Over-the-street signs may advertise a sporting activity as well as welcome the visiting teams. Car bumper stickers or metal plates can boost community pride in their school.

LOCAL NEWSPAPER: The newspaper represents the greatest medium for reaching everyone in the community. Weekly or daily publicity is an all-important means of acquainting the public with and interpreting your school's aims, objectives, activities, and programs. You must take the initiative. It is easier to shape an opinion than to change it later. Most school controversies seem to burst forth because people draw conclusions based on too little or no reliablle information. Controversies must be dealt with early, quickly and at the people level rather than at the school board level.

Let the newspaper stories accentuate your strong points while being honest, yet not vociferous about your weak. Be careful to guard against improper suggestions. A quote by the Duke of Richelieu may be appropriate: "If you give me six lines written by the most honest man, I will find something in them to hang him."

A series of well-designed short articles, stories, or releases serve the best results. These articles should be brief, attractive, and interesting to read. They must be factually based and directed toward the school audience. Material is more likely to get "top billing" if it is somewhat unusual or presenting facts not commonly known. Sensationalism is too often the name of the game; however, a mediocre story can become one of great public interest with a little planning by a competent person on your own staff.

It is more desirable to tell the story of one of your programs seldom and well than to do it often in a haphazard and uninteresting way. The best stories concern the children who attend the schools that local citizens pay taxes to support.

A good clue is to keep such incidents as bomb threats, sex offenses, suspensions for dress violations, teacher strikes, or acts of violence at school away from the newspaper if possible. Too often they avoid giving out information which is difficult to interpret or understand.

ADMINISTRATIVE REPORTS: Dissemination of honest, regular reports or school newsletters from the building principal or superintendent can be interesting, attractively prepared and statistically accurate. Eventually the burden of proof to inform and influence the attitudes of citizens of the school's accountability will rest on the administration's shoulders.

Brochures should be used sparingly. This medium is relatively inexpensive for the good they can do. They must be brief, accurate, well-illustrated, easily read, and with an attractive format. Remember, information alone, rarely changes attitudes.

Some of the things parents and the community want the administrator to provide are the school's educational goals and objectives, discipline procedures, the role of education in the future, the progress of students towards democratic goals, the degree of opportunity given for every child in your school, accomplishments, values, new programs or devices, something about your professional staff, long and short range planning, special services available, and the relationship of past educational goals to the present or future.

STAFF MEMBERS: The staff member is your program's best salesman. In fact individual teachers may be assigned to head the P.R. program for the year. This should be rotated each year. Instead of one teacher you may choose a committee. Every request for even a music number, speech, or other miscellany would be directed through their auspices.

To present the proper picture for effective public relations, teachers must have good appearance, speak well, and display a working attempt to learn and care about the people, the community, and its power structure of business and political leaders. Another good tool is to express appreciation to any member of the public whenever possible.

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UASA Administrative Check Points*

FOR THE PUBLIC RELATIONS LEADER

The final responsibility for planning and executing a long-range public relations program rests with the superintendent of schools and-or the local building principal. Sometimes check lists, like the following, will help judge an existing program or initiate a new one.

1. In planning a public relations program are you careful to:

____ a. Allot an equally adequate amount of time to planning and systemizing a long-range program as you do for the instructional program?
____ b. Involve your staff in planning, preferably through a committee of teachers and non teaching personnel?
____ c. Tailor a program to meet your community's unique needs and characteristics instead of adopting some other school's program?
____ d. Keep the plan simple, and on paper, so that it is easily understood and operable?
____ e. Move slowly, not stirring up community and staff suspicion?

2. Do you indicate to your staff the importance you place on good school-community relations by:

____ a. Your own attitude, actions, and time devoted to this area?
____ b. Providing the time, materials, and facilities your staff needs to carry out their responsibilities?
____ c. Assuming responsibilities for school-community relations that can best be handled through your office?
____ d. Developing school policies, rules, and procedures that promote good school-community relations?

3. In working with the staff do you assume responsibility for:

____ a. A continuous inserve program for all employees which will increase the understanding of the need for public relations and develop the skills needed to fulfill these needs?
____ b. Promoting staff morale?
____ c. Encouraging constructive staff associations with pupils, parents, and community?

4. In working with the community do you:

____ a. Conduct a continuous survey of its needs and attitudes?
____ b. Keep the people regularly informed on all phases of the school program? Successes and problems?
____ c. Provide channels for school-parents relations?
____ d. Enlist the assistance and cooperation of lay leaders and organizations? Maintain regular flow with new media?

*Impact, 2 (January 1974), Utah Association of School Administrators.

CHECKLIST: BASIC SCHOOL DISTRICT COMMUNICATIONS PROGRAM

ORGANIZATION

☐ Staff responsibility
☐ Goals
☐ Message
☐ Budget
☐ Audience
☐ Skeletal program outline

POLICY LEADER SERVICES

☐ Concise written or verbal briefings
☐ Speeches on school issues
☐ Press coverage
☐ Informational meetings with small groups
☐ Elected officials
☐ Local government staff officials

COMMUNITY INVOLVEMENT

☐ Citizen committees
☐ Regional forums
☐ Community meetings
☐ Public hearings
☐ Citizen advisory groups
☐ Organized citizen groups
☐ Nominal group meetings
☐ Surveys and questionnaires

STATE AND FEDERAL OFFICIALS

☐ State legislators
☐ Congress
☐ Governor
☐ Federal and state staffs
☐ Personal contact
☐ Place on mailing list
☐ Testimony

PUBLICATIONS

☐ General brochure
☐ Newsletter
☐ Annual Report
☐ Popular versions of technical reports
☐ Others to meet special, identified needs

MEDIA RELATIONS

☐ Personal contact
☐ Press releases and summaries
☐ Resource for features and editorials
☐ Press kits
☐ Regular news programs and articles
☐ Public television
☐ Public service broadcasting
☐ Open end radio talk shows
☐ Special radio and television programs or appearances

VISUAL AIDS

☐ Charts, maps
☐ Displays
☐ Slide show
☐ Film
☐ Graphics library

OTHERS

☐ Speakers bureau
☐ Contests
☐ Awards
☐ Bumper stickers, buttons, slogans
☐ Other

STEP 2.3

PROVIDE FOR PROGRAM COORDINATOR

The step includes a proposed organizational model for career education developed in Utah. This model has been successfully implemented at a state level.

As noted in the *Guide*, the superintendent may decide to coordinate the career education program himself, or he may delegate the responsibility to another individual. In either case, coordination of career education must begin with clearly designated authority to a single individual to work closely with a variety of groups in the community and with all educators to implement the decisions which are reached.

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A Recommended Organizational Structure for Career Education

If the LEA is to assume leadership for implementing career education in the district, some changes in agency organization are imperative. Functional requirements mandate the involvement of all divisions within the agency; therefore, this would preclude assigning any one division the responsibility for leadership throughout the district. Thus, we strongly believe that a new, more interdependent and flexible organization system is needed if the agency is to manifest significantly improved functional capacities in meeting emerging requirements for leadership in career education.

The recommended organizational system relates to career education (K-Adult) and has two dimensions or axes. The right-hand axis consists of those familiar organizational units known as divisions. The left-hand axis is comprised of functional units particularly concerned with career education problems which require unique multidisciplinary attention in their treatment. We call this the "career program" axis.

Career programs will be managed by the career education staff released from the divisions and under the direct supervision of the program director. They will be expected to work one fifth of their time in program management for the duration of the program or until rotated or replaced. When program assignments are complete, the program personnel return to their own division. Program personnel must be carefully selected to represent an unusually high order of professional qualification. The career education program director should be a highly professional individual holding at least a masters degree and six years of public school experience in vocational, general, and special education as an administrator, supervisor, counselor, or teacher. He shall devote his full time to provide administrative direction and coordination to career education, reporting directly to the superintendent.

The career education program director has a planning staff, possibly three or four career education planning coordinators and a specialist in career education. These coordinators should be broadly experienced and highly skilled program planners and developers. They will assist the program director in synthesizing information suggesting the need for special programs, in drawing up proposals to evaluate the need for major programs, and in planning and managing the studies or major programs that appear to be required.

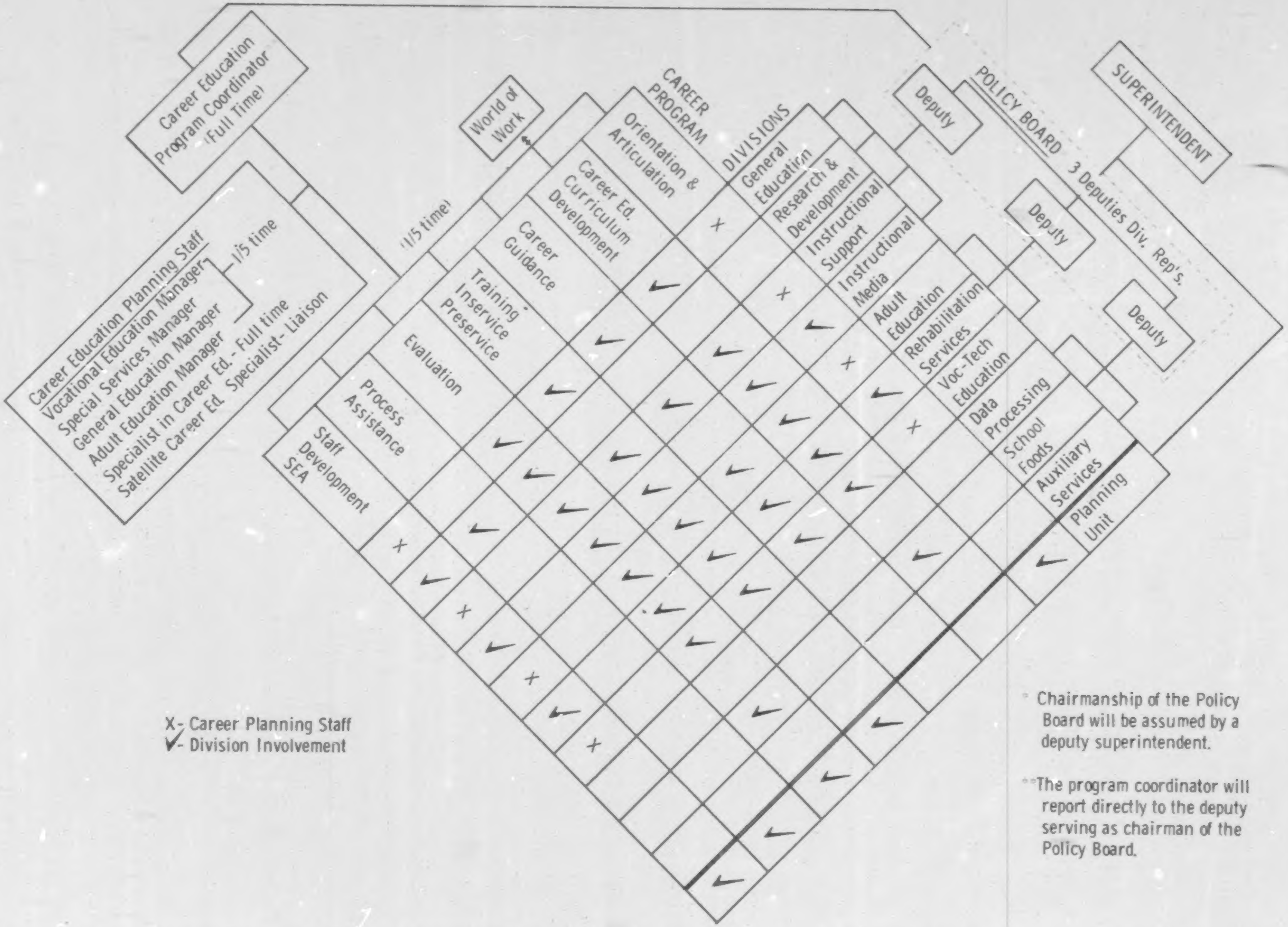
The career education planning staff and the career education director function as the specific agency which, at the direction of the superintendent, oversees the development of career education programs. The deputy superintendents will insure that appropriate resources in the divisions and offices of the administrative axis are involved in signaling the possible need for a study or a major program and are utilized in the development of a career education program.

It is evident that the definition of a "Career Education Program" is critically important to this recommended new organization configuration. It would be unwise—as well as virtually impossible—to define neatly and precisely what should not qualify as career education programs. Definitions and criteria should be modified and refined through actual experience and in response to changing needs. The inherent flexibility of the system permits the tryout of different criteria and various kinds of career education programs.

Effective mobilization and utilization of appropriate resources is required; and the problem is so unique or complex that the resources of any one existing division are not fully appropriate to the requirements. Frequently, career education programs will be somewhat inter-related or at least involve complementary tasks or functions. This is a further reason for being grouped under the management and supervision of a career education program director. Such a structure, we believe, retains the strengths of the present agency while at the same time provides for the flexibility and leadership needed in career education.

The magnitude of the efforts required and the frustrations involved in organizing an effective agency to administer the career education program are legion. It is the considered opinion of the career education staff, however, that the objective is worth the price.

ORGANIZATIONAL STRUCTURE FOR CAREER EDUCATION


SUPERINTENDENT
POLICY BOARD 3 Deputies Div. Rep's.
Deputy
Deputy
Deputy
Career Education Program Coordinator (Full Time)
Career Education Planning Staff
Vocational Education Manager
Special Services Manager
General Education Manager
Adult Education Manager
1/5 time
Specialist in Career Ed. - Full time
Satellite Career Ed. Specialist - Liaison
World of Work
(1/5 time)
CAREER PROGRAM
DIVISIONS

CAREER PROGRAM	General Education	Research & Development	Instructional Support	Instructional Media	Adult Education	Rehabilitation Services	Voc-Tech Education	Data Processing	School Foods	Auxiliary Services	Planning Unit
Orientation & Articulation	X		X	✓	X	✓	X				✓
Career Ed. Curriculum Development	✓		✓	✓	✓	✓	✓		✓		
Career Guidance	✓		✓		✓	✓	✓				
Training Inservice Preservice	✓		✓	✓	✓	✓	✓				✓
Evaluation	✓	✓	✓	✓	✓	✓	✓		✓		✓
Process Assistance		✓									✓
Staff Development SEA	X	✓	X	✓	X	✓	X				✓

X- Career Planning Staff
✓- Division Involvement

* Chairmanship of the Policy Board will be assumed by a deputy superintendent.

**The program coordinator will report directly to the deputy serving as chairman of the Policy Board.

STEP 2.4

APPOINT STEERING COMMITTEE

This step includes sample letters of appointment to members of the district career education steering committee.

Under the direction of the career education coordinator, a steering committee is needed to successfully implement a career education program in the district. The role of this steering committee is described in more detail in the *Guide*. It is a working committee which meets often enough to assist the coordinator in planning and in assuring that things happen when they are supposed to happen and that the work gets done. The committee should be appointed by the board of education and should include individuals of recognized stature who will provide liaison with the board, the general community, and the professional staff in particular.

2.4 Sample letter of appointment to members of steering committee.

Dear ....:

Your name has been suggested as a possible candidate to serve on a Career Education Steering Committee for your school district.

The main thrust of career education is to prepare students for a successful life of work by increasing their options for occupational choice, by eliminating barriers—real and imagined—to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Simply, your involvement would be one of assisting the Career Education Coordinator in developing directives which would prepare individuals toward their desired goals.

Thank you for your consideration to serve the youth of your district. We look forward with pleasure to associating closely with you in this worthwhile effort.

Sincerely,

2.4 Sample letter of appointment to members of steering committee.

Dear ....:

Confirming your appointment to serve as a member of the Career Education Steering Committee, we are pleased to have you accept this key position in implementing a career education program in our schools.

Simply, your assignment will involve five key duties. As a member of the steering committee, you will be involved in the following activities:

(1) Help develop the tentative schedule of activities for the implementation of the district's program of career education—this will involve extensive pre-planning and consulting to identify ahead of time all the activities and dates necessary for launching a successful program, and to develop a budget for the accomplishment of this effort.

(2) Help identify and recruit members of a representative career education advisory committee who will help us design and develop the career education program over the next few months.

(3) Assist in arranging for subsequent meetings of the advisory committee by preparing materials related to agenda items, by research and analysis of areas involved in the work and deliberations of the advisory committee, and by providing staff assistance at public meetings and other activities as the career education program is developed and implemented.

(4) Help to identify constraints which might hinder or impede the success of the program and participate in efforts to generate solutions and select strategies to eliminate or reduce such problems.

(5) Assist the career education coordinator in orienting the professional staff and the general community as to the objectives and goals of career education. This, so that district employees and the public have a thorough understanding of the program and support its successful implementation.

We envision your assignment as lasting approximately nine months. Thank you for your commitment to the youth of this district. We look forward to working closely with you in this endeavor.

Sincerely,

STEP 2.5

DEVELOP TENTATIVE SCHEDULE

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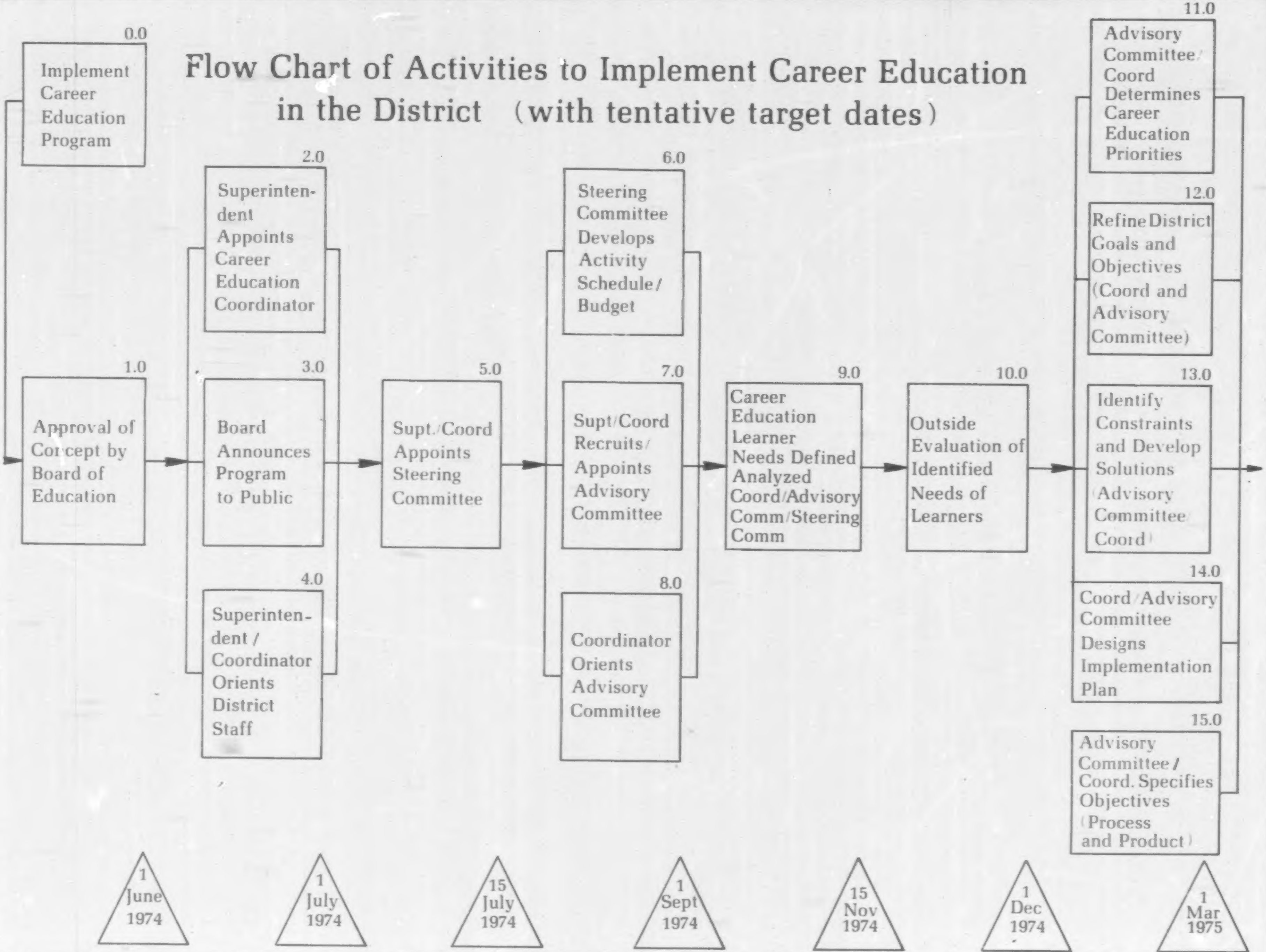
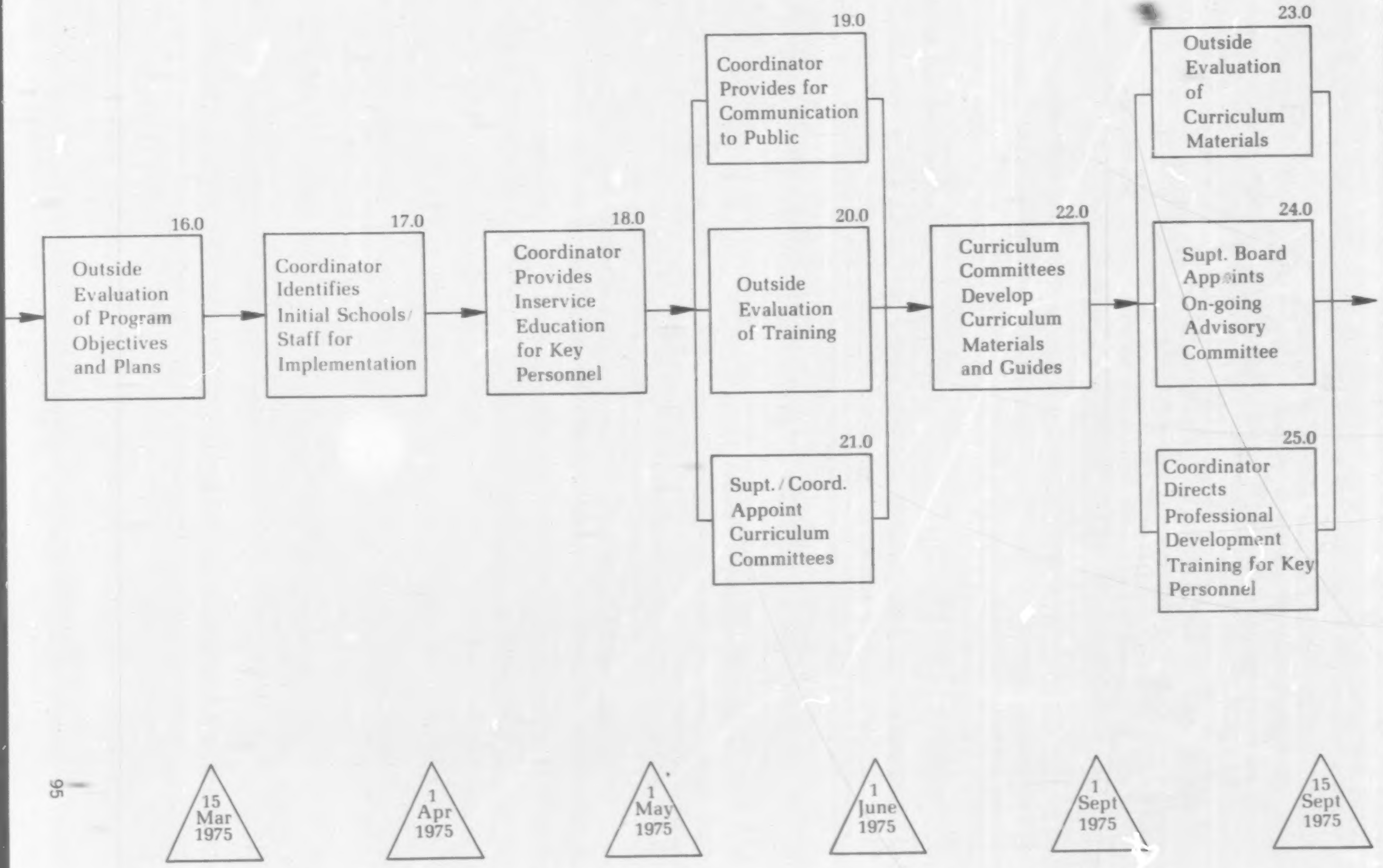
This step includes a possible tentative schedule for implementing career education into the school district.

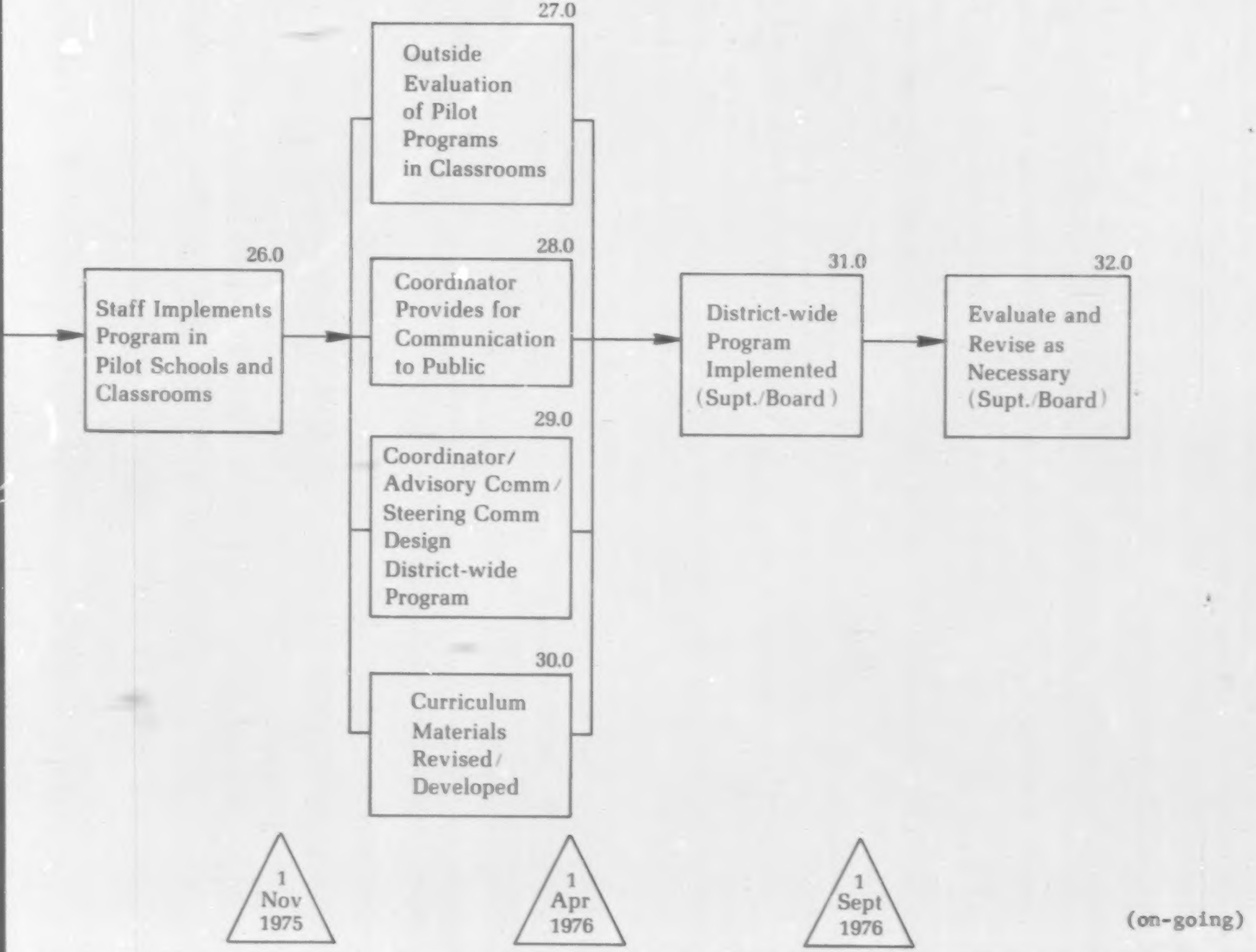
As suggested in the *Guide*, the coordinator and the career education steering committee must jointly think through the total task at hand: implementing a career education program in the district. In the broadest sense, this is a planning and scheduling process. The outcomes of the process must be kept in mind and should be reflected in the development of a tentative calendar of activities, necessary budget, and assignment of responsibility to persons and groups. The emphasis should be on the word "tentative" since further experience and community involvement will necessarily suggest changes as the program is developed.

The purpose of such an effort is to crystalize plans and to bring into sharp focus the overall dimensions of the career education effort in the district. The primary outcome should be a schedule which many people can refer to in coordinating their efforts during the weeks and months ahead. It also sets up a calendar of events and the delegation of responsibility to various persons. Obviously, the tentative schedule will need to be revised many times as developments occur, but the steering committee and the coordinator must anticipate the probable flow of activities and the need for meeting appropriate deadlines. The following "flow-chart" is intended only as an example.

Flow Chart of Activities to Implement Career Education in the District (with tentative target dates)


0.0
Implement Career Education Program
1.0
Approval of Concept by Board of Education
2.0
Superintendent Appoints Career Education Coordinator
3.0
Board Announces Program to Public
4.0
Superintendent / Coordinator Orients District Staff
5.0
Supt./Coord Appoints Steering Committee
6.0
Steering Committee Develops Activity Schedule/Budget
7.0
Supt/Coord Recruits/Appoints Advisory Committee
8.0
Coordinator Orients Advisory Committee
9.0
Career Education Learner Needs Defined Analyzed Coord/Advisory Comm/Steering Comm
10.0
Outside Evaluation of Identified Needs of Learners
11.0
Advisory Committee/Coord Determines Career Education Priorities
12.0
Refine District Goals and Objectives (Coord and Advisory Committee)
13.0
Identify Constraints and Develop Solutions (Advisory Committee/Coord)
14.0
Coord/Advisory Committee Designs Implementation Plan
15.0
Advisory Committee/Coord. Specifies Objectives (Process and Product)
1 June 1974
1 July 1974
15 July 1974
1 Sept 1974
15 Nov 1974
1 Dec 1974
1 Mar 1975


16.0
Outside Evaluation of Program Objectives and Plans
17.0
Coordinator Identifies Initial Schools/ Staff for Implementation
18.0
Coordinator Provides Inservice Education for Key Personnel
19.0
Coordinator Provides for Communication to Public
20.0
Outside Evaluation of Training
21.0
Supt./Coord. Appoint Curriculum Committees
22.0
Curriculum Committees Develop Curriculum Materials and Guides
23.0
Outside Evaluation of Curriculum Materials
24.0
Supt. Board Appoints On-going Advisory Committee
25.0
Coordinator Directs Professional Development Training for Key Personnel
15 Mar 1975
1 Apr 1975
1 May 1975
1 June 1975
1 Sept 1975
15 Sept 1975


26.0
Staff Implements Program in Pilot Schools and Classrooms
27.0
Outside Evaluation of Pilot Programs in Classrooms
28.0
Coordinator Provides for Communication to Public
29.0
Coordinator/ Advisory Comm/ Steering Comm Design District-wide Program
30.0
Curriculum Materials Revised/ Developed
31.0
District-wide Program Implemented (Supt./Board)
32.0
Evaluate and Revise as Necessary (Supt./Board)
1 Nov 1975
1 Apr 1976
1 Sept 1976
(on-going)

STEP 2.6

APPOINT ADVISORY COMMITTEE

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This step includes a suggested "grid" for the selection of representatives for the career education advisory committee and a possible committee organizational structure. If a career education program is developed around "Clusters" (as in the State of Oregon), each cluster should be represented.

It is recommended in the *Guide* that an advisory committee be appointed by the district board of education to actively participate in the development of the career education program. Such participation will help to assure support by the community through the active involvement of community people in the planning and implementation process.

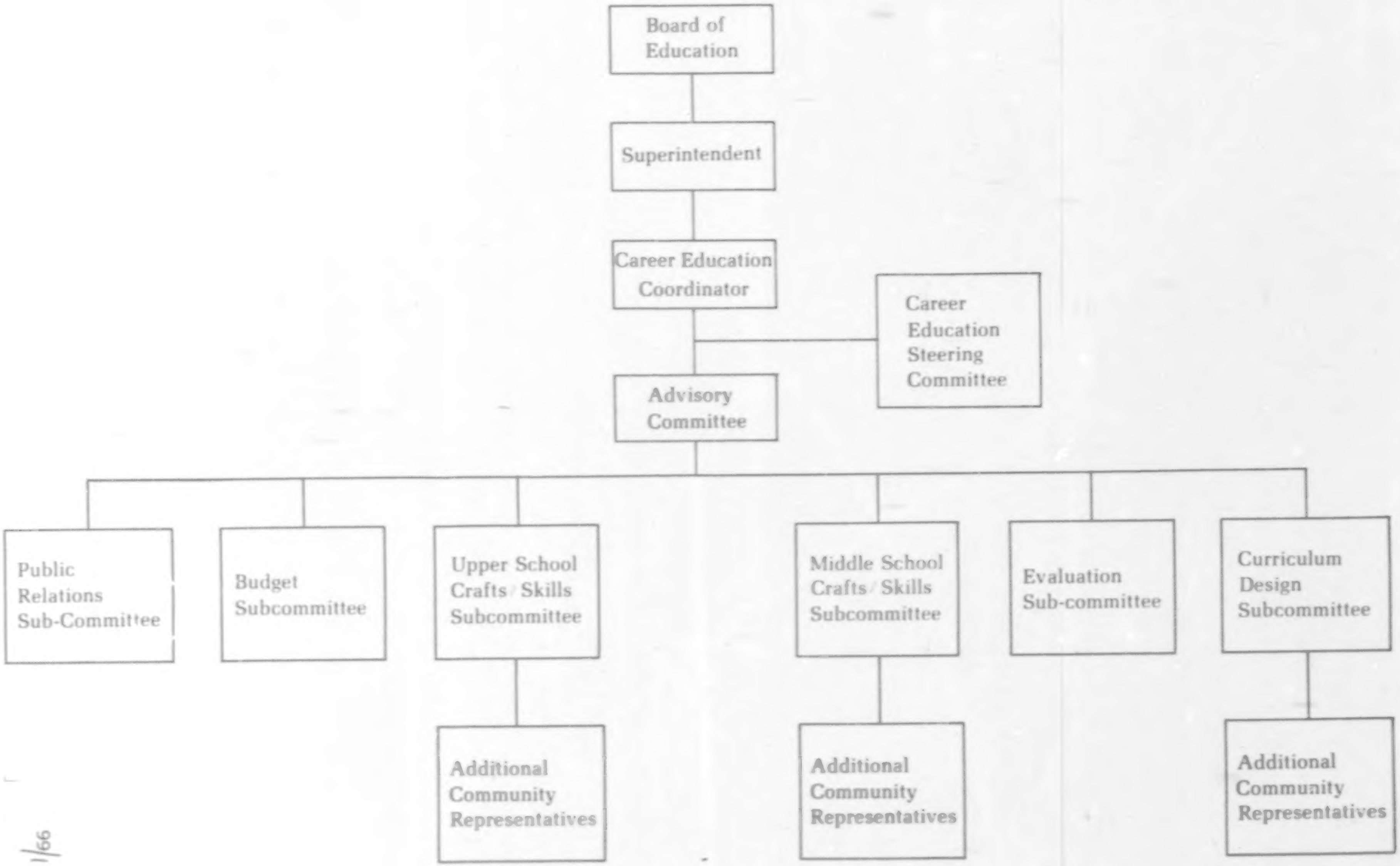
The career education coordinator and steering committee must devote considerable attention to developing a list of suitable nominees for recommendation by the superintendent to the board of education for appointment. It is strongly recommended that the advisory committee be a reflection of the social, economic, and political characteristics of the community and include leaders and representatives from business and industry, labor, minority and disadvantaged groups, etc. Membership on the committee should also include representative parents and students, and members of other public and private educational agencies in the community. Strong representation from the "world of work" is also desirable and such representation should be structured to include unskilled, skilled, professional, and so on.

Suggested Career Education Advisory Committee

Names	Business & Industry	Labor Organizations	Service Industries	Government Agencies	Minority Groups	Representative Parents	Representative Students	Other Educational Agencies	Other *

* e.g., representative from unskilled, skilled, professional levels of work.

Suggested Organization of Career Education Advisory Committee


Board of Education
Superintendent
Career Education Coordinator
Career Education Steering Committee
Advisory Committee
Public Relations Sub-Committee
Budget Subcommittee
Upper School Crafts / Skills Subcommittee
Middle School Crafts / Skills Subcommittee
Evaluation Sub-committee
Curriculum Design Subcommittee
Additional Community Representatives
Additional Community Representatives
Additional Community Representatives

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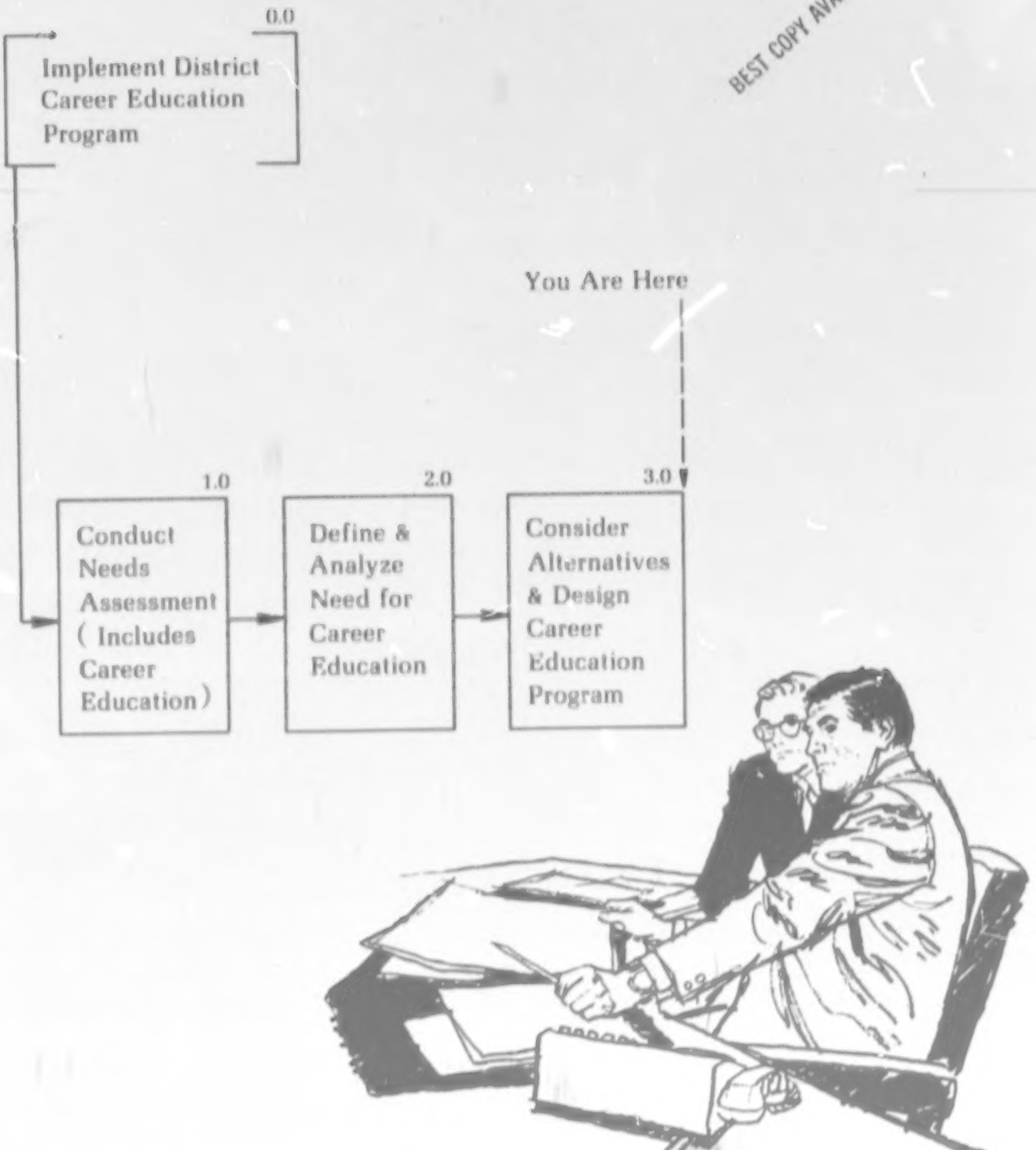
0.0
Implement District Career Education Program
You Are Here
1.0
Conduct Needs Assessment (Includes Career Education)
2.0
Define & Analyze Need for Career Education
3.0
Consider Alternatives & Design Career Education Program

STEP 3.0

This step includes examples of career education objectives developed for the Portland (Oregon) Public Schools and the New Jersey Comprehensive Career Education Program (3.1), and the Utah Model for Career Guidance K-12 (3.2). It also includes a basic bibliography on instructional objectives in general (3.3) and a brief guide on "How to Write Behavioral Objectives" from the State of Wisconsin (3.4). Finally, a "sample unit plan" for a career education program is included (3.5).

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STEP 3.1

The following are intended only as examples of "operational objectives" as described in the *Guide*. Appreciation is expressed to the Portland Public Schools (Oregon), and to the State of New Jersey Comprehensive Career Education Program for the use of these materials.

As recommended by the *Guide*, one of the first steps in program development should be the careful development of learner objectives by grade level —operational objectives, so-to-speak. The career education coordinator should involve teachers, school administrators, counselors, students, parents, and the community in this process. (If the advisory committee has been carefully selected and can be systematically involved at this point, the district has a built-in mechanism to accomplish this necessary step.)

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PCE/K-10 Activities for Career Education

Marshall Attendance Area
Portland Public Schools
Area II

Why Career Education?

Portland School Board Action Number [illegible] July 12, 1971 was one of the actions by the Board of Directors. Its title was *Learning Opportunities Career Education Department.* This action appeared in the minutes as follows:

"WHEREAS, The public schools are responsible for providing every young person with learning opportunities that will enable him to discover his individual interests and abilities. Those learning opportunities should help him explore the many avenues of productive activity that might challenge and extend his talents, of choice, self-direction, self-discipline, and responsibility. Every person who hopes to play a productive role in society must have some sort of occupational preparation since his place in society is, to a considerable degree, determined by his work role. Therefore, an orientation to the world of work and preparation for a career are necessary to his development, therefore, be it further

RESOLVED, It is recommended that the Board of Education hereby approve in principle this Career Education program, give it high priority, and provide additional financial assistance as it becomes possible."

CAREER EDUCATION IS . . .

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and avocational. Career education enables students to examine their abilities, interests, and aptitudes, relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-1[illegible], the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is not a separate course in [illegible] school curriculum, nor an isolated activity; it is [illegible] combined effort of school and community. It is a current, on-going, activity, oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

(This definition was developed by principals and coordinators of the Madison Attendance Area Planning group and is derived from over 40 definitions from across the country.)

GOALS, COMPONENTS AND CONCEPTS FOR PROJECT CAREER EDUCATION K-10

Attached you will find the project goals, and components and concepts that will be implemented during the 1973-74 school year. The goals, components and concepts were originally developed as an exploration guide by teachers from project schools in June 1972. This is the revised and expanded K-10 project guide developed in June 1973 by building coordinators from project site schools.

If this office can be of further assistance, we will be pleased to honor your request.

Tom Parr
Project Coordinator

PROJECT CAREER EDUCATION K-10

Project Career Education K-10 is based on the overall Area II program goal for Career Education which proposes that:

> Every child shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

PCE K-10 is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. Knowledge of a variety of occupations and their related tools and duties.

B. knowledge of contribution and interdependence of work done by members of society.

C. relationship of subject matter to the world of work,

D. and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness grades K-6 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. explore and assess personal attitudes, aptitudes, attributes and interests.

B. examine the concepts of work and work roles and the many occupational possibilities.

C. develop attitudes, knowledge and skills needed for effective employment.

D. develop self awareness as related to the life roles.

By the completion of grade 6, students will have attained the Area II goals and sub-goals through their involvement in career awareness activities developed in the *PCE K-10 Curriculum Activity Guide, Idea Book, People In Products and Services*, and teacher developed career awareness activities.

RESOURCES

GOAL:

Career Education resources will be used by PCE K-10 schools.

CONCEPTS:

Many resources are available in the area of career awareness for use by K-6 teachers.

OBJECTIVES:

Every child upon completion of grade six will have become aware of jobs relating to people and things through the use of resources such as printed materials, audio-visuals, and career education activities in the classroom.

RESOURCES:

PCE K-10 Career Activity Guide
People in Products and Services Guide
Idea Book
1973 Audio-Visual Film Catalog
Ryan, C.W., *Career Education Programs*, Vclume I, K-6

FIELD TRIPS

GOAL:

Field trips with an emphasis onCareer Awareness will be taken by students at each grade level.

CONCEPTS:

1. Field trips are an important means of enabling students to have exposure to people in real life work situations.
2. Field trips may be taken by a small group or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

1. observe the occupational diversity within the industry or business visited.
2. observe and be able to identify jobs relating to people or things within the world of work.
3. observe and be able to identify the health, safety, and grooming standards required by a variety of occupations.
4. observe the dignity of work within a variety of occupational and economic roles.

SPEAKERS

GOAL:

Speakers with a career emphasis will be used as a means for career awareness at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career awareness program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.
2. Specific speakers should be used in individual classrooms to further explore interest shown by students.

OBJECTIVES:

By the end of the sixth grade students will:

1. become aware of jobs relating to people and things.
2. become aware of the health, safety, and grooming requirements of the world of work.
3. students will acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

K-6 SPEAKER'S GUIDE

1. Indicate the company you work for, its purpose and how many jobs there are in the company.
   a. Number of different jobs
   b. Number employed in each job title
   c. kinds of work performed
2. Employment Requirements
   a. What are the educational and training requirements?
   b. How long does it take to learn to do this kind of work?
   c. How old must one be to get a job of this kind?
   d. What are the physical requirements for the job?
3. Working conditions
   a. Is it indoor or outdoor work?
   b. Is the work seasonal?

   c. What hours do you work?
   d. What are the weekly or monthly earnings?
   e. Is there any special clothing or equipment you wear?
   f. How much vacation time?

4. Employer-Employee Expectations
   a. Dress and appearance
   b. Responsibility and authority
   c. Attitude and mutual respect
   d. Interpersonal relationship

CAREER EXPLORATION

Project Career Exploration 7-10 is based upon the Area II Goal of Portland Public Schools which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experience, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

I. Goals for Career Exploration grades 7 through 10 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. gather for his own use as much information about himself as possible—his needs, goals, abilities, values, interests, attitudes, beliefs, and traditions.

B. learn to use resource materials and personnel for in-depth study of occupations.

C. evaluate himself as a future employee—what factors about him might affect his getting, holding, and succeeding in a job.

D. recognize the inter-relationship of the life roles: vocational, leisure, family, and citizenship.

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL.

II. *By the end of grade 7:*

A. Given a list of 15 job clusters and related occupations, students will be able to match the two with 80% occuracy.

B. Given a list of 15 jobs, students will place those jobs according to the data, people, things classifications with 80% accuracy.

C. The students will choose and research, independently or in groups, one area of career interest and write a report to be included in the student's file folder.

D. The student will have at least one individually student planned on-site job observation using a written summary/check list to be included in the student's file folder.

E. The student will identify, locate, and use information in three career education resources.

F. The student will use the Job-O survey as a means of identifying individual areas of interest and their related occupations.

G. Each student will demonstrate the safe use of common household handtools such as the hammer, pliers, screwdrivers, adjustable wrench, saw, can opener, and broom.

H. The student will establish an individual file for maintaining career data throughout his school career.

I. The student will have group guidance and personal counselling by a professional staff member to assist in educational planning and course selection, where available, for grade 8.

III. *By the end of grade 8:*

A. Using the self-rating sheet, the student will develop a profile of himself to determine his relationships to jobs that focus on data, people, things. The profile will be in the file folder.

B. Using the USTES Interest Check List survey results, the student will research at least two areas of occupational interest and add these reports to his file folder.

C. The student will have participated in at least one individually planned field trip to observe occupations of personal interest in the community using and filing in his folder the report form.

D. The student will be able to list three of the major industries of greatest employment availability in Oregon. (Tool source: Manpower Resource of the State of Oregon—1972.)

E. The student will demonstrate ability to find specific occupational information in the *Occupational Outlook Handbook* for a given job title.

F. The student will list two health and safety practices and two grooming requirements for a given occupation. (Purposes: to have the student be aware of the decision making process as related to his personal life style and the world of work.)

G. The student will have had group guidance and personal counselling by professional staff members to assist in educational planning and course selection for grade 9.

IV. *By the end of grade 9 each student will:*

A. Demonstrate verbally or in writing his understanding of the relationship of a job to family, citizenship, and leisure time.

B. Explore, through a variety of media, at least two businesses representing industries, to become aware of job opportunities.

C. List at least ten of the Oregon clusters and at least five occupations which relate to each cluster.

D. Locate and relate employment trends and projections to at least one occupation of his choice.

E. Hear a minimum of five speakers from the community and record his reactions in his file folder.

F. Identify and record in file folder a maximum of three tentative cluster choices based on instruction, experience, and guidance.

G. Apply for and receive a work permit.

V. *By the end of grade 10 each student will:*

A. Have had an opportunity to take and have interpreted to him an interest survey and an aptitude test. (Tool source: GATB and USTES Interest Check List.)

B. Have used the CIS as a source of interest information.

C. Have a minimum of eight hours of hands-on experience in a cluster of his choosing and will document this in his file folder.

D. Consider the available career clusters and make a tentative cluster choice utilizing knowledge of himself—his strengths and weaknesses, needs, values, abilities, and skills.

E. Have on file a satisfactory written resume including all information identified as important by a job placement specialist.

FILE FOLDER

GOAL:

To establish an individual file for maintaining career data throughout the student's exploratory years.

CONCEPTS:

1. Students will have an opportunity through maintainance of the folder over a four-year exploratory program to enhance their self-understanding.
2. As the student approaches the summer of his sophomore year he will be able to develop a personal resume by using the information contained within the folder.

OBJECTIVES:

The purpose of the file will be:

1. to provide a record keeping tool for the PCE 7-10 program.
2. to develop student responsibility by having him maintain his own Career Exploration file folder.
3. to have the student's career education data in one place for periodic self-evaluation and planning.
4. to record evaluations of the students exploratory and hands-on experiences.
5. to include records of self-inventory surveys and interpretations.
6. to be used for a personal resume at grade 10.

The essential content of the file will be:

1. Composite four-year (grades 7-10) SUMMARY RECORD CARD (color card).
2. Self-inventory print-outs and records (Job-O, Interest Check List, CIS, GATB).
3. Personal resume done in grade 10.
4. Record of career cluster explanatory experiences.
5. Any other materials which the student feels are necessary for his information to be used in his career education program.

The implementation of the file will include:

1. establishment of the file at grade 7.
2. availability for the student's use at all times.
3. responsibility for the up-dating of the file by the student.
4. Use PRIMARILY by the *student*.
5. storage/location with the homeroom teachers at grades 7 and 8.
6. storage/location in Humanities 1-2 Resource center at grade 9.
7. storage/location in English Resource Center at grade 10.
8. storage/location will be made available to the student in the career center after grade 10. (Optional)

SELF-UNDERSTANDING SURVEYS

GOAL:

A self-evaluation and understanding program will be used with students in grades 7 through 10 in each of the project schools.

CONCEPTS:

Due to the structure and complexity of society today students are frequently not familiar with job titles and descriptions of people with similar interests and aptitudes to their own.

Through use of interest inventories, aptitude tests and occupational access systems students will begin to identify and explore their personal interests and aptitudes in relationship to those of successful workers.

OBJECTIVES:

1. Each 7th grade student will have used the Job-O interest inventory Survey and completed a research of the job that is of greatest interest.
2. The 8th and 10th grade students will have been provided a computer print-out of the results obtained from using the USTES Interest Checklist. They will then be counseled individually / or in groups concerning the results.
3. Students in the 9th and 10th grades will have an opportunity to use the Career Information System located at Marshall High School. Their computer print-out will be given to them for filing in their career folder. (The CIS needle sort is available at 8-10 levels.)
4. Most students at the 10th grade will have taken the General Aptitude Test Battery. The results of this will be interpreted to the student in group and/or individual counseling meetings.

TESTING / INTEREST INVENTORIES

		JOB-O	USTES Int. Check List	CIS Career Info. System	GATB
7	When	X			
	Where	Home Room			
	Who	Teacher			
8	When	(optional)	X	(Needlesort) all year	
	Where		Home Room	Home Room	
	Who		Teacher	Teacher	
9	When	(optional)		Any time	
	Where			C-9 Marshall	
	Who			Departmental	
10	When	(optional)	X		October/Nov.
	Where		Language Arts	C-9 Marshall	Language Arts
	Who		Teacher	Departmental	Teacher/Counselor

RESOURCES

GOAL:

Career education resources will be used by PCE 7-10 schools.

CONCEPTS:

1. Many resources are developed and being developed throughout the country in the area of career education.
2. Students will have an opportunity to explore a variety of career education resources.
3. Students will learn to use resource materials and personnel for in-depth study of occupations.

OBJECTIVES:

Every learner upon completion of grade 7 will:

1. demonstrate an ability to use the newspaper as a career education resource.
2. use the *Occupational Outlook Handbook* in correlation with *JOB-O* and other student exploratory experiences.
3. become aware of jobs relating to data, people, and things through the use of resources such as SRA kits, printed materials, and audio-visuals.

Every learner upon completion of grade 8 will:

1. be able to list the major industries of greatest employment availability in Oregon through use of *Manpower Resource of the State of Oregon.*
2. have had the opportunity to choose and explore at least two areas of occupational or avocational interest through the use of the SRA kits, *Occupational Outlook Handbook* and other appropriate resources.
3. analyze himself in relationship to jobs that focus on people, data and things through the use of the USTES Interest Check List print-out and Dictionary of Occupational Titles. (Optional)

Every learner upon completion of grade 9 will:

1. be familiar with the Oregon clusters and their related occupations.
2. become aware of employment trends and projections through use of the *Occupational Outlook Handbook* and its supplements.

Every learner upon completion of grade 10 will:

1. become familiar with employment trends and projections with an emphasis on his tentative cluster choice through the use of the *Occupational Outlook Handbook* and its supplements. (Optional: DOT)
2. use the *Dictionary of Occupational Titles* for interpretation of the GATB print-out to aid in making his tentative cluster choice. (Optional: DOT).

FIELD TRIPS

GOAL:

Field trips with an emphasis on career exploration will be taken by students at each grade level.

CONCEPTS:

1. Field trips are an important means of enabling students to have exposure to people in real life work situations.
2. In the seventh grade exposure should be of short duration and a wide variety of occupations.
3. As the student progresses through the exploratory program (grades 8, 9, and 10) the exposure to a wide variety of occupations should be narrowed to those of his prime interest. The time spent on exploring this chosen number of occupations should increase.
4. Field trips may be taken by an individual, a small group, or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

1. observe the occupational classifications within the industry or business visited.
2. observe and be able to identify jobs relating to data, people, or things within the business or industry visited.
3. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.
4. observe the dignity of work within a variety of vocations.

Every learner upon the completion of the seventh grade will have at least one on-site job observation.

Every learner at the completion of the eighth grade will have participated in at least one field trip to observe representative occupations in the community.

Every learner at the completion of grade nine will have explored businesses representing a variety of industries to become aware of job opportunities employment trends and projections.

Every learner at the completion of grade ten will have had minimum of eight hours of hands-on experience in a cluster(s) of his choosing.

SPEAKERS

GOAL:

Speakers with a career emphasis will be used as a means of career exploration at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career exploration program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.
2. At the seventh and eighth grade a series of speakers representing the Oregon clusters will present a wide variety of exploratory experiences. This will be accomplished through an assembly program over a two year period.
3. Specific speakers should be used in individual classrooms to further explore interest shown by students. To coordinate the 8th grade curriculum, the emphasis should be on Oregon industries.
4. At the high school level, a Career Exploration

Fair, a series of Covocation programs and departmental careers information fair will be instituted.

OBJECTIVES:

By the end of the tenth grade students will:

1. be familiar with occupational classifications in career cluster.
2. become aware of jobs relating to data, people, and things.
3. become aware of the health, safety, and grooming requirements of certain occupational classifications.
4. students will acknowledge that every human being, in every vocation has human dignity and the right to the respect of himself and others.

7-10 SPEAKER'S GUIDE

(This might be used as outline by a speaker)

1. Indicate the career cluster category in which your specific job applies.
2. Briefly list the various, individual jobs and their work functions and each income range.
   a. Entry level, educational requirements
   b. Advancement opportunities
   c. Post-employment education opportunities
      1. On the job training
      2. Personal improvement
      3. Special educational programs
   d. Sources of career opportunities
      1. Government
      2. Private employment
   e. Trend and future opportunities in the field
3. Specific considerations
   a. Working conditions
      1. Advantages
      2. Disadvantages
      3. Hours (shift hours, etc.)
   b. Memberships
      1. Unions
      2. Professional
   c. Benefits
      1. Employer (Credit Unions, Educational programs, retirement, medical, vacation pay, coffee breaks, etc.)
      2. Industry (relates to industry-wide benefits)
      3. Trade or professions (relates to specific benefits, not offered by the employer)
4. Employer – employee expectations
   a. Dress and appearance
   b. Responsibility and authority
   c. Attitude and mutual respect
   d. Interpersonal relationship
5. Use of tools, uniforms, special hardware or software as a part of the presentation.

Speaker's Bureau Format

Speaker's Bureau format which is to include one speaker from each of the 14 Oregon clusters by the end of a two year period.

Format: Assembly of 7-8 grade students. 40 minutes time period to include presentation and (?) answer period.

	Kelly	Lent	Marysville	Woodmere	Binnsmead	Whitman
72-73						
Sept.	1	2	3	4	5	6
Oct.	7	1	9	10	11	12
Nov.	13	14	1	2	3	4
Jan.	5	6	7	8	9	10
Feb.	11	12	13	14	1	2
Apr.	3	4	5	6	7	8
May	9	10	11	12	13	14
73-74						
Sept.	2	1	4	7	6	5
Oct.	8	7	10	9	12	11
Nov.	14	13	2	3	4	1
Jan.	6	9	8	1	10	9
Feb.	10	11	12	13	14	3
Mar.	12	5	14	11	8	13
Apr.	4	3	6	5	2	7

Key:

1 - Agriculture
2 - Bookkeeping/Accounting
3 - Clerical
4 - Secretarial
5 - Marketing/Distributive Education
6 - Health
7 - Social Service
8 - Food Service
9 - Electrical-Electronics
10 - Construction
11 - Metal Working
12 - Mechanical and Repair
13 - Wood Products
14 - Graphic Arts

Acknowledgement —

This Career Education Activity Book is the result of the work of a writing team representing the 12 schools in the Marshall High School Attendance Area.

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NEW JERSEY CCEM PROGRAM OBJECTIVES

THE STUDENT WHO EMERGES FROM THE COMPREHENSIVE
CAREER EDUCATION PROGRAM WILL BE ABLE TO:

Career Awareness (CA)

1. Describe the development, growth, behavior, training and rewards of persons within a wide variety of occupations.
2. Describe the occupations within the cluster he has selected for entry-level training; describe the relationships between those occupations in terms of the performance, training, rewards, and life style; describe specific avenues for vertical mobility; describe occupations in other clusters which would provide him with horizontal mobility in the career network.
3. Describe the specific duties of his entry-level job, describe the conditions of employment, type of fellow employees, hours/schedule of employment, rewards in terms of pay and fringe benefits, vacations, sick leave, probable salary after five/ten/twenty years employment, retirement benefits.
4. Show that he has observed and/or participated in the entry-level job or in a related job setting, and have interviewed two or more persons engaged in that employment.
5. Describe the appropriate interests, temperament, and the advantages and disadvantages of his selected entry-level job.
6. Describe jobs, which deal principally with data, those which deal principally with people, those which deal principally with things.
7. Assign appropriate levels of involvement with data, people, things from job descriptions.
8. Describe any relevant geographical, population, labor market, or training location limitations, for his selected entry-level job, identifying areas which reflect good employment opportunities and those which do not.

Self Awareness (SA)

1. Identify and use indicators which aid him in relating self to career development. He will demonstrate the ability to summarize in a personal inventory, interest and aptitude indicators, skill and process performances, physical limitations, school achievement and experiences, community and work experiences, hobbies, traits, ability to follow directions, adjustive behavior, life-style needs, and to conduct a match—mis-match process against job descriptions. He shall demonstrate the ability to use cluster concepts; data, people, things construct; and the concept of levels.
2. Document growth in positive self awareness and sensitivity to others.
3. Describe his preferences for geographic location, if any, and relate this to his selected entry-level skill.
4. Describe his reactions to: employer testing, the interview, being turned-down for a job, praising fellow students (fellow workers), acceptance of criticism from a junior, a fellow employee, or his supervisor (may be teacher, fellow student, or supervisor in work experience), and describe the probable reasons for his feelings. He will also analyze the critique with respect to the logical and emotional position of the person supplying the criticism.

Appreciation — Attitudes (AA)

1. Identify and describe the interrelationships of the world of work and human needs.
2. Describe the interdependence of workers.
3. Demonstrate improvement in valuing all legitimate careers and levels of careers.
4. Describe the advantages and disadvantages of several different careers.
5. Describe the advantages and disadvantages of his selected careers direction and the requisite training, skills, and rewards.
6. Describe vertical and horizontal mobility in related careers, the requisites for such mobility, and the avenues he might effectively employ.
7. Promote the importance of each member of a family of workers within a specific work setting; a product-, service-, or process-related setting; a cluster-wide setting, or a society-wide setting.
8. Describe how his valuing of workers or a career fits into his value system—that is the level of importance in relation to life-style, familial, avocational, and citizenship pursuits.
9. Assist others in understanding and valuing careers within his careers direction development.

Decision Making (DM)

1. Identify and describe the necessary elements for career decision-making.

2. Describe alternate avenues of career direction development both for others, and for himself.
3. Make decisions which reflect careful consideration of self needs, abilities, interests, experience, aptitudes, and job information.
4. Set goals which appear attainable in the short run and specify intermediate and long-term goals.
5. Describe indicators which should lead to new decision-making and/or change in careers direction development.
6. Demonstrate the ability to summarize information on a Personal Inventory Form, apply a match—mis-match process using the clusters concept; the data, people, things construct; worker-trait indices in the DOT; current labor market information, and job descriptions, then chart alternative avenues of careers development.
7. Describe the special requirements for entry, upgrading, or career network mobility, describe the investment required, and show how they might be attained.
8. Describe occupational hazards for many jobs, describe in detail any potential hazards in his selected entry-level skill and positions related to it in the career network.
9. Describe the rewards from his selected entry-level skill projected to five, ten, and twenty years, the costs associated with his employment, working conditions, time and shift requirements, and relate these to his anticipated life-style.
10. Present a sample personal budget to display how his projected income will be spent. He will collect information from actual or simulated real-life conditions. If his original budget were based on living at his parent's home, he will prepare a budget projecting his possessions and use of resources in his own home or apartment. Sample budgets should also be prepared for a married couple with two wage-earners, one wage-earner, and for a couple with one child—mother at home. A five year projection should be prepared with home-buying and two children.
11. Present evidence of having interviewed two employees who have worked at his entry-level skill, beginning at least five years previously. (Could be simulated)

Economic Awareness (EC)

1. Identify and describe social, technological, and economic factors which influence career development.
2. Describe the amount and kinds of rewards associated with specific careers.
3. Identify the amount and kinds of rewards associated with his selected careers direction, demonstrate an understanding of the levels of rewards within a particular career network and relate them to a particular life-style.
4. Describe the economics of production, services, and pricing.
5. Demonstrate ability to compute the costs of producing goods and services and relate costs to the condition of the consumer market.
6. Demonstrate the ability to relate career development to location, labor market, and human and natural resources.
7. Describe differential rewards systems in our society and relate to such factors as availability of suppliers of services; length of training; level of skills; economic investment of worker; cost of worker-support services, machines, or goods; risk; length of career performance; seasonal employment; effect on life-style (location, avocations, familial affiliations, etc.); and retraining requirements.

Beginning Competence (BC)

1. Demonstrate performance competence with the basic tools, processes, and techniques specific to his chosen entry-level job; the level or employment skills to be such that if he did seek placement in his selected entry-level job he would be assured of employment.
2. Meet appropriate time limitations if those are important to task completion, observe correct process, supply quality product or service and observe appropriate safety precautions.

Employability Skills (ES)

1. Gather, record, and evaluate objectively, information relating to attitudes, work habits, personal, social and educational characteristics related to employability.
2. Document his growth in employability skills through school records, school experiences, community and work experiences, and home and family involvement and provide evidence of satisfactory volunteer or paid employment.
3. Possess an acceptable (typed) resume which summarizes personal history, health, traits, aptitudes, community and work experiences, relevant school achievement and hobbies, and lists references. This content should present a fair description of the student, his records and achievements, and indicate relevancy to his selected entry-level job. The student shall possess at least six copies. He shall give evidence of having informed the persons listed as references of the entry-level job he will be applying for, and securing permission for use of the reference.
4. Demonstrate the ability to use search procedure to locate vacancies in his entry-level job. These will include appropriate employment

agencies, appropriate professional and trade journals, use of telephone book yellow pages, and use of appropriate human resources.

5. Demonstrate appropriate search procedure using the telephone. Describing five business, industrial, or service agencies he would call and what he would say.

6. Write a letter, including a resume in response to five different advertisements for his selected entry-level job.

7. Demonstrate his ability to complete several appropriate applications for employment in his selected entry-level job.

8. Perform in at least three job interviews for his entry-level skill. He will present and conduct himself in at least two interviews in such a manner that he would be judged to stand a good chance of getting the job. He will be able to present his personal history, and describe appropriate community and work experiences. He will describe appropriate school achievement and school-related experiences. He will display familiarity with the job requirements, and present samples of his work or letters of reference. He will demonstrate that he has some knowledge of the specific business, industry or agency. He will request job description and/or special duties, conditions of employment, wages and benefits. He will include questions about job and wage advancement, employer policies and practices, training programs, unions or professional memberships, community housing availability and costs, probable duration of employment. He will verbally summarize the job description and conditions of employment. He will ask the interviewer what the next step leading to his employment might be, or let the interviewer know he is not interested and why. If interested, he will ask whether he has been accepted. If no immediate response can be given at that time, he will ask how and when he might be notified. He will offer to inform the interviewer if he no longer is available and thank the interviewer for sharing the time and information. He will describe appropriate follow-through steps, and write a follow-through letter.

9. Conduct at least one interview for another person applying for a position, studying and using necessary employer data. He will file an evaluation of his reactions to the interviewer's role, and an evaluation of the applicant's responses.

10. Demonstrate the ability to take the appropriate paper and pencil, and/or performance tests for his selected entry-level skill. He will be able to describe why the employer might use these test procedures, and their relationship to employment practices, employability, and worker adjustment, and worker performance.

11. Describe reasons why an employer might require references and records as a condition of employment in his entry-level skill. He will be able to describe the kinds of references and records most appropriate to his selected entry-level position.

12. Identify and describe the self-attributes which assist persons in successful career preparation, performance and development. He will be able to do this for jobs in all clusters and for levels within each cluster.

13. Supply evidence of being able to select and use job placement services.

Educational Awareness (EA)

1. Describe the relationship between school experiences and employment. He will designate primary and related occupations for each course in the school curricula, designate the relationship between extra-curricular activities and avocations and vocations, designate the relationship of guidance and counseling services to employment, and the relationship of academic and administrative record-keeping to employment.

2. Document the relationship between specific course-work or school-related experiences and his selected careers direction. He will show the relationship between his school elective experiences, home, community and work experiences, and his selected entry-level skill.

3. Demonstrate achievement, aptitude and interest patterns consistent with his stated careers direction and entry-level skill, and/or have made course corrections or careers-directions changes consistent with his performance.

4. Document successful experiences related to his entry-level skill.

PROGRAM MISSION: Every Student exiting from the school:

CA/DM - will have clearly established a careers direction selected from a broad knowledge of the world of work

SA - will have demonstrated self-awareness in relation to others and the world of work

AA - will possess attitudes and appreciations sufficient for initial and continued employment together with a careers plan for self-fulfillment

EC - will possess economic understandings relative to career development

BC - will possess a salable skill

ES - will possess employability skills which enable him to locate and secure entry level employment

ES - will secure employment or enter into the appropriate next step for career development

EA - will value education as a means for career development

CRITERION MEASURE. The measure of program success will be indicated by the career development record of the student five years after exiting secondary school.

STEP 3.2

The following example is from the *Utah Model for Career Guidance K-12.*

The career education needs assessment described in Step 1.0 above should have identified priorities, carefully described the target populations, and defined the outcomes (goals and objectives) of career education. The community and educational professionals must now carefully develop operational objectives and anticipated outcomes for each career education "goal" (e.g., "Career awareness").

As recommended in the *Guide*, planning a total career education program involves making decisions as to the grade level at which each major goal will be introduced, and which of the sub-goals will also apply. Sample objectives are available in a number of publications and other documents, but experience in successful career education programs across the country suggests that **districts must develop their own objectives.** No "packaged" set of objectives can be appropriate for any particular district. Each district should develop its own goals and objectives, reflecting local conditions, needs, and values. The materials above in 3.1 and the following materials are intended only as illustrations of the process.

BEST COPY AVAILABLE

Goal
Objectives

Sample Objectives from the Utah Model for Career Guidance K-12

CONCEPTS

The essential major ideas, thoughts or notions resulting in the Emerging Self, and ultimately, Career Identity, have been identified in seventeen concepts. The individual interacts with each concept first at the Awareness Level, then Exploration Level, and finally at the Adaptation Level. Tentative suggestions for how these three levels coincide with grades K-12 have been indicated.

CAREER CONCEPTS ESSENTIAL TO EMERGING SELF AND CAREER IDENTITY

A = Awareness E = Exploration Ad = Adaptation

	Grade Level and Appropriate Interaction			
*Concept	K-3	4-6	7-9	10-12
1. Understanding and accepting self and others affects career development.	A	E	E	Ad.
2. The individual should be self-governing in order to be prepared for work.	A	E	E	Ad.
3. Work has dignity as it contributes to society.	A	E	E	Ad.
4. An individual works to satisfy personal and social needs.	A	E	E	Ad.
5. Education and work are interrelated.	A	E	E	Ad.
6. Occupations are of a wide variety and may be grouped in different clusters.	A	E	E	Ad.
7. Geographical location and job specialization lead to interdependency and affect career choice.	A	E	E	Ad.
8. Personal habits, physical and mental health affect success in careers.		A	E	Ad.
9. An individual may be qualified to perform in many different occupations, and any one occupation may accommodate a variety of individuals.		A	E	Ad.
10. Career choice affects leisure time activities and leisure time affects career choice.		A	E	Ad.
11. An individual's attitudes, values, and life style affect career choice and success.		A	E	Ad.
12. Age, sex, ethnic group, or religion no longer limit career possibilities to the extent that they have in the past.		A	E	Ad.
13. Women as well as men should prepare for a career.		A	E	Ad.
14. Jobs may be obtained in a variety of ways.		A	E	Ad.
15. Most jobs are competitive		A	E	Ad.
16. Technological and sociological changes affecting supply and demand of jobs and workers may necessitate retraining.		A	E	Ad.
17. Decision-making skills are essential for realistic career choices.		A	E	Ad.

***Concept** – Major ideas, thoughts, or notions identified as essential to the career development process.

TABLE I

DEVELOPMENTAL OBJECTIVES FOR CAREER CONCEPTS

Career Developmental Objective — An intermediate step between concepts and behavioral objectives written to describe essential career experiences in the growth process of an individual.

Developmental objectives have been written which demonstrate the sequential nature of the learning that should take place in the formation of each concept. They are as follows:

Concept #1

UNDERSTANDING AND ACCEPTING SELF AND OTHERS AFFECTS CAREER DEVELOPMENT.

Awareness K-3

The student:

1.1 Recognizes the importance of "self" as an individual and as a worthy member of a group.

1.2 Recognizes individual capabilities and limitations as they relate to individual roles within the group.

1.3 Recognizes that there is a continuous interaction between one's knowledge and acceptance of self and what he will become.

1.4 Recognizes the rights, feelings, and properties of others. (Refer to 2.5)

1.5 Recognizes the importance of forming good relationships with family, peers, and adults.

Exploration 4-6

1.6 Assesses and understands self in the areas of learning accomplishment, feelings about self, and how he relates to others.

1.7 Understands that present accomplishments relate to future accomplishments and ultimately to what one becomes.

1.8 Differentiates self characteristics from the characteristics of others.

Exploration 7-9

1.9 Assesses one's abilities, achievements and interests as they relate to career development.

1.10 Understands the various ways of identifying and describing individual differences.

1.11 Relates new testing data, achievements, and interpersonal experiences to present concept of self and relationship with others.

1.12 Knows which careers are related to one's individual characteristics.

1.13 Formulates tentative job expectations that are consistent with one's personal characteristics (Refer to 5.4)

1.14 Understands the relationship between the development of proficiency in educational skills and success in a career. (Refer to 5.7)

1.15 Recognizes the need for continuous self-appraisal.

1.16 Understands the impact of other person's feelings and values and their relationship to one's own feelings and values.

Adaptation 10-12

1.17 Organizes self-appraisal information into categories of strengths and limitations required for the various career clusters. (See Concept #6)

1.18 Learns how to appropriately express personal feelings to others concerning the others impact on ones' self.

1.19 Learns to evaluate and utilize feedback from others about one's self. (Refer to 2.10)

1.20 Becomes cognizant of the interrelationship of attitudes, values, and abilities to career clusters.

1.21 Identifies a cluster of occupations according to one's interests, abilities, values, and attitudes.

1.22 Plans a post high school program consistent with personal characteristics and career choice.

Concept #2

THE INDIVIDUAL SHOULD BE SELF-GOVERNING IN ORDER TO BE PREPARED FOR WORK.

Awareness K-3

The Student:

2.1 Learns to identify the rights and responsibilities he has within the family, among friends and adults, and in the school.

2.2 Becomes aware of the need for planning his activities.

2.3 Recognizes the need for good study habits.

Exploration 4-6

2.4 Understands that he is responsible for his own career planning.

2.5 Respects the feelings, rights, and property of other people. (Refer to 1.4)

2.6 Realizes the importance of promptness, neatness, scheduling of time, attitudes, participation, and creativity in school performance.

2.7 Recognizes the satisfactions to be gained from doing one's work well.

Exploration 7-9

2.8 Learns to accept positive influences and reject negative influences.

2.9 Recognizes work ethics expected by employers in relation to own work ethics and study ethics.

Adaptation 10-12

2.10 Learns to evaluate repsonses to self concerning attitudes, abilities, weaknesses and actions in order to better direct life and career choice. (Refer to 1.19)

2.11 Realizes what efforts, choices, and sacrifices are required for chosen goals.

2.12 Assumes one's rights and responsibilities in the total social environment.

2.13 Continues to develop work ethic standards which will strengthen him in his career.

Concept #3

WORK HAS DIGNITY AS IT CONTRIBUTES TO SOCIETY.

Awareness K-3

The Student:

3.1 Recognizes that there is work to be done.

3.2 Develops an awareness that work experiences are available at home and school.

3.3 Assumes responsibility for home and classroom jobs.

3.4 Recognizes that the performance of work results in products and/or services.

3.5 Recognizes that being a student is his present career.

3.6 Develops an awareness that school is a career that requires proficiency in basic skill areas.

Exploration 4-6

3.7 Discovers that work provides the opportunities for one to enhance his dignity and worth.

3.8 Discovers that people bring dignity and worth to their job because of honest efforts rather than because of their titles, incomes, race, etc.

3.9 Develops an awareness that the wage earner and his occupations are important to the family.

3.10 Develops an understanding that the wage earner and his occupations are important to the worker and the community.

3.11 Recognizes that the perceived dignity of a person's job and his perceived self-worth are interrelated.

Exploration 7-9

3.12 Recognizes that an individual has dignity as he enters the world of work and begins to contribute.

3.13 Recognizes the contributions of various jobs to individuals, groups, and society.

Adaptation 10-12

3.14 Learns that an individual should be self-supporting to the extent that he is able for personal and social reasons.

3.15 Becomes aware of and involved in the needs of the disadvantaged, the handicapped, and the unemployed.

Concept #4

AN INDIVIDUAL WORKS TO SATISFY PERSONAL AND SOCIAL NEEDS.

Awareness K-3

The Student:

4.1 Recognizes and identifies the reasons for parents' working.

4.2 Becomes aware that satisfying work contributes to a person's self-esteem, peer approval and pride in one's own achievements. (Refer to Concept #3)

Exploration 4-6

4.3 Develops an understanding that one's individual needs change as he progresses through life.

Exploration 7-9

4.4 Develops an understanding of the relationship between personal needs and social needs in employment.

4.5 Understands that career planning relates to fulfilling personal and social needs.

4.6 Understands that a person may satisfy his personal-social-economic-political needs through an occupation.

4.7 Accepts the necessity for compromise between one's societal and individual needs in career development.

Adaptation 10-12

4.8 Develops an understanding of society's needs concerning the basic concepts of production, distribution, and consumption as they relate to jobs in the economic structure.

4.9 Understands that people work for complex and varied reasons; i.e., self-satisfaction, security, feeling of accomplishment, acceptance, self-assertion and personal growth and development.

4.10 Understands self-fulfilling attitudes and hold competance and excellence in high regard.

4.11 Realizes that career satisfaction depends upon the extent to which he finds adequate outlets for his attitudes, abilities, interests, personality traits, values, and his establishment in a satisfying work situation.

Concept #5

EDUCATION AND WORK ARE INTERRELATED.

Awareness K-3

The Student:

5.1 Becomes aware of the relationship between school subjects and the world of work.

5.2 Recognizes that learning helps a child accomplish necessary tasks in the same manner that learning helps an adult accomplish his tasks.

5.3 Becomes aware of the relationship between basic skill development and various identifiable life roles within the community.

Exploration 4-6

5.4 Recognizes that different kinds of work require varying degrees and types of educational preparation. (Refer to 1.13)

5.5 Understands the relationship between the similarities and differences of life roles and learned skills. (Refer to 1.13)

5.6 Realizes the degree of school subject competency now will have an influence on career choice.

Exploration 7-9

5.7 Identifies the special skills necessary for predicted or desired life goals. (Refer to 1.14)

Adaptation 10-12

5.8 Chooses, plans for, and enrolls in appropriate classes or programs for the acquisition of the necessary specific skills for proficiency in his anticipated career choice.

5.9 Analyzes the relationship between learning and earning through on-the-job experience.

5.10 Realizes how much time, money, and effort is required in the pursuit of any chosen occupation.

Concept #6

OCCUPATIONS ARE OF A WIDE VARIETY AND MAY BE GROUPED IN DIFFERENT CLUSTERS.

Awareness K-3

The Student:

6.1 Recognizes career clusters as they occur in the home and immediate neighborhood.

6.2 Develops positive attitudes toward all forms of human endeavor in any career cluster.

6.3 Becomes aware that clusters are related in qualities such as outdoor-indoor and services-goods.

Exploration 4-6

6.4 Understands that clusters are related in qualities such as geographic location and people vs. ideas vs. things.

6.5 Recognizes career clusters as they occur in the community.

6.6 Recognizes the similarities of local careers to career clusters.

Exploration 7-9

6.7 Understands the various ways of classifying occupations; i.e., goods vs. services; people, idea, or thing; industry; geography, economic factors.

6.8 Knows that people within a given cluster tend to relate more with one another than with people in other clusters.

6.9 Recognizes that there is a wide and increasing variety of occupations within each cluster.

6.10 Recognizes that there are many job levels within an occupational field.

Adaptation 10-12

6.11 Obtains school and community experiences in a cluster relative to the person's individual characteristics.

6.12 Identifies and develops a planned entrance into a career cluster.

Concept #7

GEOGRAPHICAL LOCATION AND JOB SPECIALIZATION LEAD TO INTER-DEPENDENCY AND AFFECT CAREER CHOICE.

Awareness K-3

The Student:

7.1 Recognizes the interdependency of one's family for goods and services on the rest of the community.

7.2 Develops an appreciation for the need of occupations and the importance they have in an ongoing society.

Exploration 4-6

7.3 Understands the dependency of the school industry on other industries.

7.4 Understands the interdependency of states and certain geographic locations upon one another.

Exploration 7-9

7.5 Understands the interdependency of nations according to the economic and national resource potential of countries and the effect this has on job availability.

7.6 Understands what interdependent relationship one's tentative career choice has with other career specialties.

7.7 Recognizes that one's tentative career choice has implications for location of job availability.

Adaptation 10-12

7.8 Continues to identify interdependent relationships with other career specialties as one's own specialty continues to crystallize.

7.9 Integrates and adapts prospective career choices with desired geographical locations for living.

Concept ≠8

PERSONAL HABITS, PHYSICAL AND MENTAL HEALTH AFFECT SUCCESS IN CAREERS.

Awareness 4-6

The Student:

8.1 Discovers the need for development of good personal habits, physical and mental health early in life.

8.2 Recognizes that the maintenance of good health and personal habits affects job selection and performance.

8.3 Understands that mental and physical health are affected by career choice.

Exploration 7-9

8.4 Recognizes those areas of health, appearance, manners, and personal characteristics which will affect one's future employability and which will be affected by various occupations.

8.5 Examines personal habits as they relate to health and safety standards and policies for workers in various occupations.

8.6 Identifies methods of improvement as they relate to one's personal habits and health preparation.

Adaptation 10-12

8.7 Understands how success in tentative chosen occupations continually interact with personal habits, physical and mental health.

Concept ≠9

AN INDIVIDUAL MAY BE QUALIFIED TO PERFORM IN MANY DIFFERENT OCCUPATIONS, AND ANY ONE OCCUPPATION MAY ACCOMMODATE A VARIETY OF INDIVIDUALS.

Awareness 4-6

The Student:

9.1 Realizes that individuals can develop potentials which may be utilized in a variety of occupations.

9.2 Understands that abilities and limitations are related to the requirements of occupations. (Refer to 1.2)

9.3 Recognizes that several types of individuals perform in the same occupation.

9.4 Realizes that an individual performs in a variety of jobs daily.

Exploration 7-9

9.5 Recognizes that there are many occupations which have similar performance requirement patterns.

9.6 Understands that there exists a wide range of abilities, interests, and personality traits which meet the requirements for any given occupation.

9.7 Realizes that within a given career cluster there is a wide range of opportunity to meet the needs of many types of individuals.

Adaptation 10-12

9.8 Recognizes that several jobs which utilize one's abilities may be personally satisfying.

9.9 Realizes that educational and hiring practices enable one to qualify for a number of specific occupations.

Concept #10

CAREER CHOICE AFFECTS LEISURE TIME ACTIVITIES AND LEISURE TIME AFFECTS CAREER CHOICE.

Awareness 4-6

The Student:

10.1 Becomes aware of the differences between work and leisure.

10.2 Realizes that using leisure time wisely will help one physically, socially, and mentally.

Exploration 7-9

10.3 Understands the importance and variety of leisure time enjoyment.

10.4 Explores potential careers that develop from hobbies and leisure time activities.

10.5 Identifies ways in which career choice affects the amount of leisure time and types of leisure activity pursued.

Adaptation 10-12

10.6 Understands ways in which leisure time and avocational activities can compliment work as a means of self-expression.

10.7 Applies one's own values concerning leisure time in making tentative career plans.

Concept #11

AN INDIVIDUAL'S ATTITUDES, VALUES, AND LIFE STYLE AFFECT CAREER CHOICE AND SUCCESS.

Awareness 4-6

The Student:

11.1 Understands that some careers appear attractive because of observed life styles of the workers; i.e., preferred life style may influence occupational choice.

Exploration 7-9

11.2 Understands that psychological qualities needed for self-fulfillment differ among workers.

11.3 Identifies individual attitudes and values which have a significant impact on career choice.

11.4 Identifies several occupations which appear to have factors which would aid in implementing the individual's value system to life style.

Adaptation 10-12

11.5 Identifies present life style and conditions functioning as determiners of that style.

11.6 Identifies desired life style as it relates to special skills required to qualify for a particular career.

Concept #12

AGE, SEX, ETHNIC GROUP, OR RELIGION NO LONGER LIMIT CAREER POSSIBILITIES TO THE EXTENT THAT THEY HAVE IN THE PAST.

Awareness 4-6

The Student:

12.1 Recognizes and identifies a number of occupations that have become available to a broader spectrum of people with respect to age, sex, ethnic group, and religion.

Exploration 7-9

12.2 Understands changes that are taking place with regard to hiring people of both sexes that have been limited to individuals of one sex in the past.

12.3 Examines trends in occupational requirements and hiring patterns over the past few years with respect to age, sex, ethnic groups and religion.

Adaptation 10-12

12.4 Studies current entrance-level requirements, promotion patterns, and retirement laws with respect to age, sex, ethnic groups, and religion.

12.5 Understands opportunities and limitations of career opportunities as they are affected by legal, economic, and maturational considerations.

Concept #13

WOMEN AS WELL AS MEN SHOULD PREPARE FOR A CAREER.

Awareness 4-6

The Student:

13.1 Understands that women work for many reasons.

Exploration 7-9

13.2 Examines trends for women in the world of work.

13.3 Understands that because of technological and sociological changes and federal legislation, the woman's role has become more career oriented.

Adaptation 10-12

13.4 Becomes aware that a more accurate pattern of the modern woman includes, school, work, and/or marriage, rearing a family and return to work so that they can realize their fullest potential.

Concept #14

JOBS MAY BE OBTAINED IN A VARIETY OF WAYS.

Awareness 4-6

The Student:

14.1 Becomes aware that jobs can be obtained in a variety of ways.

Exploration 7-9

14.2 Acquires the information necessary for job application through letters, forms, resumes, and interviews.

14.3 Knows where to seek information regarding job openings and know advantages and disadvantages of each; such as employment agencies, state employment offices, college placement offices, personnel departments and government agencies.

Adaptation 10-12

14.4 Understands the apprenticeship and journeyman programs.

14.5 Identifies and demonstrates job acquisition skills.

Concept #15

MOST JOBS ARE COMPETITIVE.

Awareness 4-6

The Student:

15.1 Becomes aware that most jobs are competitive.

Exploration 7-9

15.2 Realizes that promotions usually come to those who have been most competitive in their work assignments.

15.3 Realizes that the truly competitive person is cooperative with others in his work setting.

Adaptation 10-12

15.4 Realizes that usually individuals with the most and best qualifications are selected for the better job opportunities.

15.5 Understands that advancement within the job classification depends upon satisfactory performance of previous work experience.

15.6 Realizes that wide job experience and excellent performance make a person more competitive in the world of work.

Concept #16

TECHNOLOGICAL AND SOCIOLOGICAL CHANGES AFFECTING SUPPLY AND DEMAND OF JOBS AND WORKERS MAY NECESSITATE RETRAINING.

Awareness 4-6

The Student:

16.1 Becomes aware that technological and sociological changes eliminate some jobs and create new jobs which may necessitate retraining.

Exploration 7-9

16.2 Understands that changing occupational requirements and competencies influence the content of one's education and the retraining of individuals in industry.

16.3 Understands that new skills may be developed at any time during a person's life.

16.4 Accepts the concept of continuous education and training for enhancing and effecting one's career development potential.

Adaptation 10-12

16.5 Understands that demands for certain professional, technical, skilled, and service occupations are increasing.

16.6 Understands where to find and how to determine trends in the world of work.

Concept #17

DECISION-MAKING SKILLS ARE ESSENTIAL FOR REALISTIC CAREER CHOICES.

Awareness 4-6

The Student:

17.1 Becomes aware that all behavior is goal oriented.

17.2 Becomes aware that different people have different goals.

17.3 Becomes aware that most goals may be accomplished in a variety of ways.

17.4 Becomes aware of the cause and effect of personal decisions in goal setting and attainment.

17.5 Becomes aware that goals and methods of attaining a goal may change.

17.6 Realizes that career decisions begin early and continue through the life of the individual.

17.7 Becomes aware that individuals must consider many variables as they develop their career goals.

Exploration 7-9

17.8 Recognizes that if a proper career decision is to be made, alternatives must be examined.

17.9 Realizes that occupational information comes from many sources within and outside the school setting, is subject to change, becomes out-dated, and varies from region to region.

17.10 Obtains a knowledge of educational and vocational information resources and how to use them.

17.11 Gains a knowledge of the components of the decision-making process.

17.12 Understands the need for careful planning of the high school program in light of tentative career plans.

17.13 Understands that careful educational planning may shorten required training time for employment.

Adaptation 10-12

17.14 Develops the ability to make, carry out, and evaluate both short and long range goals.

17.15 Identifies and utilizes systematically valid sources of occupation information.

17.16 Identifies and comprehends factors which may have relevance for one's career decisions.

17.17 Understands that each decision one makes may have important implications for future decisions.

17.18 Understands that educational decisions may have an important impact on career opportunities available to an individual.

17.19 Utilizes the components of a good decision-making model to formulate a tentative career choice.

17.20 Recognizes the need of constant re-evaluation of career decisions and methods selected for reaching one's goal.

17.21 Develops a realization that career decisions are increasingly irreversible or reversible only at some cost of time, effort, and money.

EXAMPLE OF CONCEPT EXPANSION

The purpose of the following table is to demonstrate the expansion of selected K-12 developmental objectives for a particular concept. One or more behavioral objectives are constructed for each developmental objective and corresponding learning activities are created to insure that students achieve the specific behavioral objectives. The present list is not necessarily sufficient or complete; its only purpose is to serve as an illustrative example of concept expansion.

	K-3	4-6	7-9	10-12
CONCEPT #5	EDUCATION AND WORK ARE INTERRELATED.			
Developmental Objectives	5.1 Become aware of the relationship between school subjects and the world of work.	5.4 Recognize that different kinds of work require varying degrees and types of educational preparation.	5.7 Identify the special skills necessary for predicted or desired life goals.	5.8 Choose, plan, and enroll in appropriate classes or programs for the acquisition of the necessary specific skills for proficiency in his anticipated career choice.
Behavioral Objectives	5.1 The student must demonstrate his knowledge through verbal examination of the necessity of mastering his preliminary instruction in reading, writing, and arithmetic as related to success in the world of work.	5.4 The student must demonstrate his knowledge of pre-requisite educational requirements for at least three jobs in each skill category (i.e., unskilled, semi-skilled, skilled, professional) by a verbal or written listing of specific occupations and their concommitant educational prerequisites.	5.7 The student will list the necessary occupational requirements (i.e., skill training, work experience, academic preparation, related leisure-time activities, and needed abilities) for acceptance into his chosen or predicted career.	5.8 The student will construct and execute his sequential class course plan which will adequately prepare him for proficiency in his anticipated career choice.

	K-3	4-6	7-9	10-12
Learning Activities	5.1 A. The student will participate in a demonstration of the importance of written instructions through having verbal instructions passed along from student to student by whispering until the final transformed message is received (telephone game).	5.4 A. The student will receive verbal examples of several specific jobs in various skill categories and their commitant skill requirement and will discuss in groups what abilities are prerequisites for specific jobs.	5.7 A. The student will receive instructions and will use the resource materials necessary to discover occupational requirements needed for specific jobs.	5.8 A. The student will view demonstrations and write summaries of important points on the successful planning of several class course schedules for various anticipated vocational or academic pursuits after high school graduation.
	B. The student will be unable to follow rapid verbal instructions given by the teacher on the construction of some relatively simple project to demonstrate the importance of writing as an aid to remembering.	B. The student will view demonstrations and discuss in groups how an inadequately trained person would be incapable of performing skills necessary for certain occupations.	B. The student will discuss verbally or in writing the important abilities, interests, and related leisure-time activities useful in satisfactory job performance and success.	B. The student will listen to and ask questions of guest lecturers who discuss academic or skill training preparation necessary for successful career placement.
	C. The student will unsuccessfully attempt to read several instructions or important job related information to demonstrate the necessity of learning to read.		C. The student will view and discuss appropriate career guidance booklets.	C. The student will view demonstrations and participate in discussions on how poorly planned programs will inadequately prepare the student for his desired or anticipated career.
	D. The student will view demonstrations and discuss in groups the importance of arithmetic in the world of work after the teacher incorrectly totals dollar amounts for payroll check, deductions, sick pay, etc.			
	E. The student will view a demonstration and discuss in groups how arithmetic is required in figuring the purchase price and money returned for several objects of student interest.			

STEP 3.3

The following brief guide on writing behavioral objectives comes from the State of Wisconsin Department of Public Instruction.

In essence, each operational objective should include as a minimum (1) a career education goal which identifies the learner, (2) the process or learning activity, and (3) some measurable type of behavioral change in the learner which can be evaluated as a direct outcome of the goal.

As noted in the *Guide*, some tested programs elsewhere suggest establishing objectives by school level—that is, lower-school objectives, middle-school objectives, upper school objectives, post-secondary and adult objectives, and so forth, rather than by grade level.

*Wisconsin Department of Public Instruction, *K-12 Guide for Integrating Career Development into Local Curriculum*, William C. Kahl, State Superintendent, December, 1971.

HOW TO WRITE BEHAVIORAL OBJECTIVES*

One of the most important elements in developing and implementing your career curriculum guide is to determine what the student is expected to have accomplished because of experiences provided in the program. Any curriculum remains useless unless it contains clearly stated performance standards.

A behavioral objective is simply a cited goal in education that can answer three major questions. First of all it will identify what the learner is expected to accomplish after performing a task, secondly it should indicate the conditions and resources that will be used, and thirdly, how will the instructor and learner know when he has performed to an acceptable standard.

In an attempt then to meet the above standard when writing your objectives it is important that you write them in a way that they can be clearly understood by all involved. A writer should be careful not to use terminology confusing to the reader, but to use simple language. Scholarly terminology does not insure high level objectives. It's the clearly stated educationally sound content that makes the difference.

In review then a writer should insure that these three listed elements be included in all objectives before they are acceptable for your program:

a. Indicate what is is that a learner **will do** or **perform** in mastering a task.
b. Under what **conditions** and with what **resources** will the learner be expected to accomplish a task.
c. To what extent or degree of quality will the learner prove his ability to perform.

With ones involvement in writing this kind of objective hopefully it will cause the writer to evaluate what he is trying to do through instruction. A higher degree of instructional relevancy and effectiveness will be the rewards for such labor.

The terms performance, conditions and extent which have been used should be more clearly defined as follows:

PERFORMANCE: What one is to do or perform in a way that it can be observed and evaluated is a simple explanation. Visible and observable verbs must be used then to state the objective. Such verbs as "know, awareness, understand" can only be inferred which is insufficient.

An objective which states that a girl will understand cake baking is less clear than an objective which states that a girl will be able to bake an angel food cake, at home, with non-prepackaged ingredients and bring it to class to be examined and evaluated by instructor and peers. This kind of performance clarity will make instruction and learning much less complex and make it more interesting and rewarding for all parties.

CONDITIONS: What are the circumstances in which learning should take place is the condition. Most learning experiences occur under some special restrictions. These restrictions can be very obvious or complex ones. Regardless the conditions should be clearly spelled out so that if unexpected conditions occur the student is accountable to only the extent that he was able to perform under the stated conditions.

Having the conditions of learning and teaching clearly spelled out in advance will systematize the educational process with corresponding successes.

EXTENT: How well the learner is expected to perform a task defines extent. What are the objectives minimal standards, degree of excellence, maximum number of permissible errors, and specifications for time standards are but only a few examples.

Including the extent element in behavioral objectives then is an attempt to make as specific as possible the evaluative criteria that will be used to assess performance.

One last consideration would be listed as one prepares behavioral objectives. To insure that career development experiences are comprehensive, behavioral objectives must be written for each of the three domains, e.g., (1) affective, (2) cognitive, (3) psychomotor. There are several variables for each domain that should be considered as follows:

(1) Affective Domain:
  (a) Receiving
  (b) esponding
  (c) Valuing
  (d) Organizing
  (e) Characterizing

(2) Cognitive Domain:
  (a) Knowledge
  (b) Comprehension
  (c) Application
  (d) Analysis
  (e) Synthesis
  (f) Evaluation

(3) Psychomotor
  (a) Imitation
  (b) Manipulation
  (c) Precision
  (d) Articulation
  (e) Naturalization

This section will hopefully given you some brief views on writing behavioral objectives. Before one actually begins to develop objectives, a more complete study of this process should be made. The above will serve as a simple check list to insure comprehensive coverage through the use of behavioral objectives.

STEP 3.4

This section includes a brief bibliography on behavioral objectives. It is not intended to be a complete list of publications on the subject.

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BASIC BIBLIOGRAPHY ON OBJECTIVES

Ammerman, H. and Melching, W. *The Derivation, Analysis and Classification of Instructional Objectives.* Alexandria, Virginia: George Washington University, HumRRO (Technical Report 66-4), May, 1966.

Describes procedures by which objectives are derived, selected, classified, and incorporated in training materials. An extensive treatment; well documented.

Bloom, B. (ed.). *Taxonomy of Educational Objectives; Handbook I: Cognitive Domain,* New York: Longman Green, 1956.

Provides a detailed classification scheme by which cognitive objectives may be sorted into sets of approximate equal difficulty. Extensive use of examples and test items associated with objectives.

Gagne, R. *The Conditions of Learning.* New York: Holt, Rinehart & Winston, Inc., 1965.

Derives, from psychological literature, an eight level hierarchical taxonomy for purposes of originating and sequencing sets of learner objectives according to principles of cognitive psychology.

Guilford, J. P. "Three Faces of Intellect" in *American Psychologist,* Vol 14, pp. 469-479, 1959.

Presents one conceptual explanation of cognitive functioning in the intellectual area. Relates the nature of subject matter, the learner's task, and resulting product in a three dimensional matrix. Sights instances of test items which measure certain categories.

Krathwohl, David P. (ed.). *Taxonomy of Educational Objectives; Handbook II: Affective Domain.* New York: David McKay Co. Inc., 1964.

Extends the work of Bloom and others in providing classification scheme for sorting objectives in the affective domain. Describes the relationship between the cognitive and affective objectives and provides extensive examples.

Krathwohl, David R. "Stating Objectives Appropriately for Program for Curriculum and for Instructional Materials Development." *Journal of Teacher Education,* Vol. 16, pp. 83-92, March, 1965.

Makes clear distinctions between levels of learner objectives. Integrates the work of Bloom, Krathwohl and others into a classification scheme.

Mager, Robert F. *Preparing Instructional Objectives.* Palo Alto, California: Fearon Publishers, 1962.

A very short programmed text describing the structure of objectives.

McAshan, H. H. *Writing Behavioral Objectives, A New Approach.* Harper & Row, New York, 1970.

Deals with the techniques of writing behavioral and other types of performance objectives using a goals approach. Broad in coverage; includes reader activities.

Miller, Robert B. "Task Description and Analysis" in *Psychological Principles in System Development.* Edited by R. M. Gagne. New York: Holt, Rinehart & Winston, 1962.

Describes the procedure of task analysis by which sequenced sets of task and instructional objectives may be produced.

Simpson, Elizabeth Jane. *The Classification of Educational Objectives, Psychomotor Domain.* Unpublished project report, University of Illinois, 1966.

Follows the format of Bloom and Krathwohl in a brief taxonomic analysis of psychomotor behaviors.

Smith, Robert G., Jr. *The Development of Training Objectives.* Alexandria, Virginia: George Washington University, HumRRO (Research Bulletin 11), June, 1964.

Describes the procedures for determining the requirements of a job and the essential content and techniques of instruction to train for that job. Oriented to adult education.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction.* Chicago, Illinois: University of Chicago Press, 1950.

A landmark document in the form of a class syllabus for a graduate course on curriculum development and instructional methodology. Describes a rationale for selecting and screening objectives as well as proposed a behavioral hierarchy for sequencing objectives.

SOURCES OF OBJECTIVES

Directory of Measurable Objectives Sources (DIMOS)

A national catalog of collections of measurable objectives. Classified by subject matter, grade level, domains, etc. Available from:

Director of Research
Education Commission of the States
1860 Lincoln Street
Suite 822
Denver, Colorado 80203

Instructional Objectives: A National Compendium

A national catalog of programs using instructional objectives. Includes program descriptions in subject areas and teaching topics. Available from:

State of Florida
Department of Education
Tallahassee, Florida 32304

Instructional Objectives Exchange

A national exchange from which you may purchase sets of objectives and related evaluation items in forty curriculum areas: grades K-12. Catalog available from:

IOX
Box 24095
Los Angeles, California 90024

STEP 3.5

Following is a script of a film and a teacher's guide for "Decisions! Decisions!" from the *Bread and Butterflies* series of career education films produced for the Agency for Instructional Television of the Council of Chief State School Officers. This series is designed for 4-5-6th graders and is included herein only as an example of a "unit plan" designed to assist the classroom teacher in "implementing career education in a local education agency." While many teacher's guides could have been included, this one was selected because of its suggested use of activities for related subject matter areas and its activities at various levels of follow-up.

In the district schools which have been selected to implement a program of career education, teachers and other members of each school's curriculum committee must be made aware of the results of the district's career education needs assessment and the operational objectives which have been developed as described in earlier steps above. Beginning with these facts, values, and objectives, each school curriculum committee must adapt these goals and suggested procedures to meet the needs of their own students. Each curriculum committee must then design the career education curriculum approach to be initiated in their school by using the suggestions of the steering and advisory committees and by adopting or by modifying what appears to be suitable from experience elsewhere. Once the curriculum approach or design is agreed upon, the school's curriculum committee should carefully plan for the learning activities which will be necessary to achieve the learner-based objectives, as outlined in the *Guide*.

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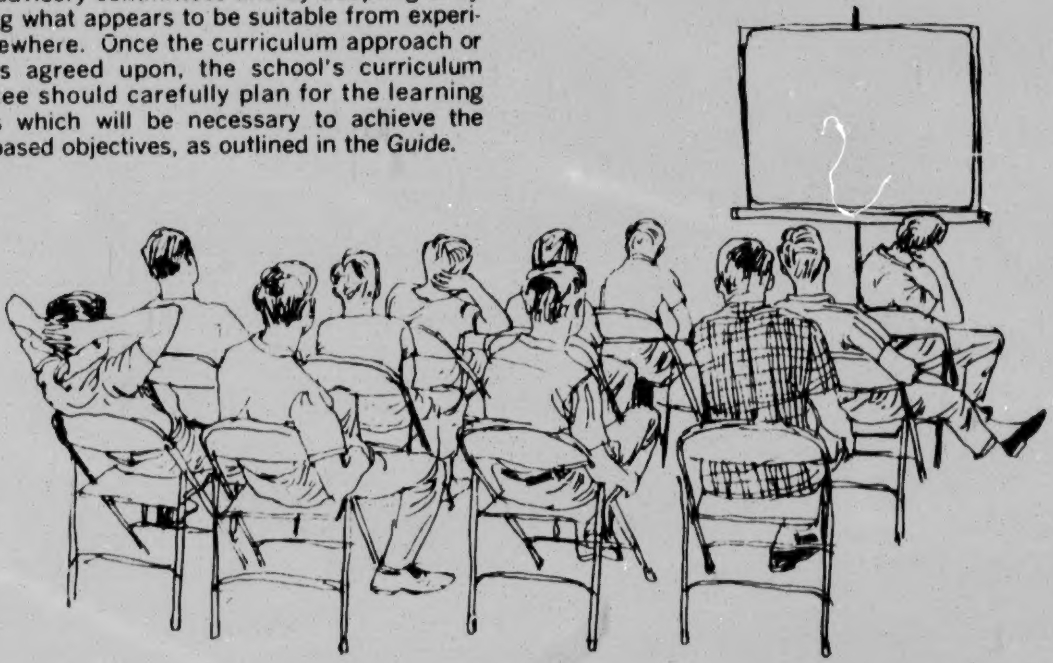


BREAD & BUTTERFLIES

...A GUIDE FOR TEACHERS

The following film script and "Guide for Teachers" was produced by the National Instructional Television Center (1111 West 17th Street, Bloomington, Indiana 47401) for the Agency for Instructional Television of the Council of Chief State School Officers, Washington, D.C. 20036. This film is one of a series of career education resource materials. It is intended for 4-5-6th graders.

EXT. – STREET NEAR SPRING CITY ELEMENTARY SCHOOL – MORNING

1. WIDE ON STREET capturing much atmosphere of town, mountains visible in background. Appropriate sfx here (and everywhere in film). The dominant motion in frame is of Tommy, a robust twelve year old boy, biking to school. It could be effective for this shot to use a long lens with the camera set way back because of (a) the close time it would give us on Tommy (b) the way it would compress the mountains into the town. Then zoom to Tommy cycling.

   Dissolve to...

2. FULL SHOT OF BOY cycling toward camera. As he closes on camera we notice that he's looking around rather nervously.

   Dissolve to...

3. MEDIUM SHOT OF BOY cycling down a street.

   Dissolve to...

4. PAN OF BOY cycling, still anxiously looking around him.

   Dissolve to...

5. FULL SHOT OF SEVERAL BOYS bunched by corner of a building. One leading boy, Bill is peeking around the edge of the building and frantically waving up the others, who hustle up next to him, only half suppressing their laughter and getting ready to pounce. Their attitude should be clearly friendly. At the crucial moment PAN TO REVEAL TOMMY biking toward the ambush. Hold several seconds then hear bedlam break out and see the boys leap into frame and engulf Tommy, capture the friendly spirit, especially Tommy's gladness at being one of the gang. Amid the plentitude of yelps and hollers we can hear comments about how Tommy almost fooled them by coming to school from this direction but Bill spotted him and they hustled over to this corner of the building. One kid tags Tommy and shouts:

   KID

   You're "it" when recess starts!

6. PAN THE BOYS around the corner of the school on their bikes. They leave their bikes and drift in the entrance of the school.

INT. – CLASSROOM – MORNING

7. MEDIUM SHOT ON JOEY sitting at his desk. He's an awkward, self-conscious kid. Zoom back to include boys entering classroom, Joey watches the gang as they push to the back of the room. Joey gets up and goes to them.

8. MEDIUM CLOSE ON JOEY as he calls Tommy... Tommy pretends he doesn't hear and goes on horsing around. Joey calls more loudly.

   JOEY

   Tommy! Can you go with me to my grandma's to paint her chicken coop?

9. MEDIUM CLOSE ON GANG as we hear two members of the gang say, "you gotta be kiddin', Chapman!," "You ain't goin' go with him are ya?" Cut to...

10. PAN TO TOMMY tongue-tied with pain and indecision, his expression laboring as he looks around then at Joey. On this look FREEZE FRAME and bring up.

    TOMMY VOICE OVER

    I might have known that Joey'd pick the worst time to ask me about going to his grandma's, just when all the guys were around.

    Dissolve to...

EXT. – TOMMY'S HOUSE – MORNING OR AFTERNOON (WEEKS BEFORE)

11. CLOSE ON CHAIR as mother picks it up and gives it to Tommy, who carries it to the house. Open with this shot in order to cut in on process. The scene will carry on the activity and good spirits of the family.

    TOMMY VOICE OVER

    It all started at the end of the summer when my family moved here from Salt Lake....

    As mom hands other objects to the family cut to...

12. MEDIUM INTO BACK OF U-HAUL to establish the situation of mom handing stuff from the back of the trailer to her carriers who carry it into the house. PAN WITH TOMMY to reveal the house as he heads toward it. Dad and an uncle are lugging in heavy stuff.

    TOMMY VOICE OVER

    ...We came here because my dad got a good job as a foreman in a trailer factory...

13. POV OF MOTHER to include others as mom is draping rugs, coverlets and such over sis, who balances percariously. (Conversation between mother and sister as they unload the U-Haul. As sis teeters off and clears frame and mom turns back into the trailer.

    TOMMY VOICE OVER

    ...It was great to be in the country. We had a barn and everything and I really wanted to get a horse. My parents said it was okay, but I had to earn the money to buy it.

14. WIDE ON TOMMY coming out of the house from Joey's POV. We notice that Tommy is really straining to see something, on this cut to...

15. WIDE SHOT OF JOEY at the end of the van watching from the street. He awkwardly calls to the approaching Tommy:

    JOEY

    Can I help?

    MOM

    Sure!

16. POV OF JOEY TOWARD TOMMY who looks up at the van toward his mom, waiting for her approval.

TOMMY

Okay!

17. CLOSE UP ON JOEY he is very happy and almost surprised about being accepted.

TOMMY VOICE OVER

And that was how...

18. ANGLE ON BACK OF U-HAUL as the boys close in from opposite sides of frame to where mom is stationed, where she loads up the two boys.

TOMMY VOICE OVER

...I met Joey.

EXT. – TOMMY'S BACKYARD – MID-DAY

19. MEDIUM SHOT OF TOMMY catching a football. Zoom back and reveal Joey as Tommy throws a pass to him. Joey fumbles around trying to return the ball.

JOEY

Here it comes!

TOMMY

Aw, come on, pass it!

20. WIDE SHOT OF JOEY as he kicks the ball and it sails to one side of Tommy so that Tommy has to scramble to fetch it. PAN AS NEEDED TO TOMMY IN FRAME as he goes after the ball.

21. ECU ON TOMMY scooping up the ball, he says...

TOMMY

Pass it, I'm tired of running.

JOEY

I can kick it to you. I'm just out of practice.

As Tommy passes PAN WITH THE BALL to see Joey muff it. He's rather uncoordinated. After passing and during this downtime, Tommy should drift casually into foreground. During this time bring up:

TOMMY VOICE OVER

For the rest of the summer I played a lot with Joey. I didn't know anybody else. I noticed he did some dumb things but I didn't think much about it.

22. WIDE SHOT OF JOEY over Tommy's shoulder. Joey tosses the ball back to Tommy who is returning to where he had been standing.

We should sense an undercurrent between the two boys. At this point we hear:

MOM OS

Tommy! Joey!

As Tommy looks up cut to...

23. FULL SHOT OF MOTHER AT DOOR finishing calling:

MOM

Lunch is ready!

Which cues the cut to...

INT. – KITCHEN – MID-DAY

24. MEDIUM SHOT OF AMY AT LUNCH table. Joey, in process of reaching for a sandwich, spills Amy's drink. (Discussion between two about manners.)

25. MEDIUM CLOSE ON JOEY across table, framed by Tommy and sis in foreground. Heighten the cut in by finding Joey stuffing food, carry various lunch conversations and sfx in under throughout scene (E.G. sis asking for some sandwiches, mom asking if anyone wants beans and passes them, etc.) We should get the feeling that the kid's grabbing for attention.

JOEY

Hey, Tommy! My family's gonna go to my grandma's in Ephraim some time this fall. And my mom said you could go with us.

26. CLOSE UP ON TOMMY framed by Joey and sis in foreground, excited about the adventure.

27. MEDIUM CLOSE UP ON JOEY shows that he is excited about going but is still stuffing himself with food.

JOEY

My grandma needs her chicken coop painted. She said she'd pay us twenty dollars each if we do a good job.

MOM OS

When in the fall, Joey?

28. ECU ON JOEY looking up at mom and responding:

JOEY

Sometime in October probably. Just for a week end. We decide that with grandma later. (Takes a bite and looks at Tommy.) She's got lots of apple trees, too. You can bring back all you want.

29. CLOSE UP ON TOMMY as he listens than excitedly looks to his mom

TOMMY

Can I go, Mom?

30. WIDE SHOT ON GROUP mother at sink, responding

MOM

Can you go?! (Pause as she remembers back) We can always use the apples! We had orchards when I was a little girl.

While mom is still talking cut to...

31. WIDE SHOT ON GROUP Tommy, as he hears mom, looks to Joey and shakes his head yes.

TOMMY

Sounds great. Thanks a lot.

Over the tail of this line sis asks Tommy to pass something; over the down moment as he does so bring up:

TOMMY VOICE OVER

Twenty bucks! What a great start I could get towards my horse. I didn't know then there was any reason I wouldn't want to go.

On this cue cut to...

EXT. – A LOOKOUT PLACE – MORNING OR AFTERNOON

32. FULL SHOT OF TOMMY scrambling into hay loft. The cameraman should be up there with them for visual excitement. Tommy gathers hay and drops it down.

TOMMY VOICE OVER

But the next day I began to find out how the other guys here felt about Joey.

33. FULL SHOT OF JOEY as hay drops on him from Tommy up in the loft.

JOEY

That wasn't funny.

34. FULL SHOT OF TOMMY as he helps Joey into the loft

35. FULL SHOT OF BOYS as they plop down laughing and puffing

36. CLOSE UP ON TOMMY enthused about how fast he's gonna earn the money for a horse.

You know it will be a lot funner when I earn the money to buy my horse.

Pause here as the boys fall into thoughtfulness.

JOEY

What do you want to do now?

37. MEDIUM SHOT ON BOYS as they are laying in the hay just talking. Tommy then begins to make an airplane.

TOMMY

I know. Let's sail paper airplanes.

38. CLOSE UP ON JOEY as he watches Tommy make the airplane. Mentions that he has never seen one made that way and then asks if he can fly it.

39. TWO SHOT OF JOE AND TOMMY Tommy finished the plane and gives it to Joey to throw and we see it sail out of the barn.

40. VIEW FROM GROUND toward barn as the airplane darts out of the loft and sails forth.

41. FULL SHOT FRONT VIEW BOYS AND HORSES A couple of kids are coming toward the barn on horses. The kids don't see them yet and are just gabbing. The paper airplane flies in front of one horse and spooks it slightly, boys look up.

42. MEDIUM CLOSE UP ON BOY ON HORSE as he looks up and says:

BOY

Hey, Stupid, trying to spook my horse?

43. MEDIUM CLOSE UP ON JOEY as he reacts to the comment:

TOMMY

Joey, do you know those guys?

JOEY

Yeah, but I don't like 'em much.

TOMMY

Why not?

44. POV OF TOMMY AND JOEY of boys on horses.

BOY

Hey, I was right about the kid up there! It's dopey Joey!

We hear Joey rather feebly shouting back that they're stupid and he doesn't care what they say. They shout back that they see he's found a stupid friend and Tommy, who is anything but a patsy,

45. MEDIUM SHOT OF BOY as he says:

BOY

You call us dumb. Your the stupid ones, you and your friend.

46. P.O.V. OF BOYS toward Tommy and Joey as we hear:

TOMMY

Stupid! If they gave out candy for bein' smart you guys wouldn't even get the wrappers!

OTHER BOY

You've had it Chapman!

INT. – CLASSROOM – MORNING OR AFTERNOON

47. WIDE FROM BACK OF CLASS during the transition moment to recess as the teacher monitors while kids shuffle out. Bring up:

TOMMY VOICE OVER

But the next week when school started I found out nobody liked Joey.

EXT. – PLAYGROUND – MORNING OR AFTERNOON

48. ANGLE ON OUTSIDE DOOR as schools kids jog out and go around the corner of the school. Follow Joey to end of school.

49. CLOSE TO MEDIUM, PERHAPS HANDHELD, as one of the boys Tommy put down earlier now skids to a stop by bashing into Tommy's bike and cuts him off. Others keep tooling around in frame.

50. TWO SHOT OF BOY AND TOMMY as boy says:

BOY

Why don't you go play with Joey?!

He points which sets up the cut to...

51. WIDE ON JOEY near school bouncing a ball by himself. Keep bike action in foreground to reinforce the POV

BOY

We don't wanta play with any dumb friend of his.

52. TWO SHOT OF BOY AND TOMMY glaring at each other. Tommy is quite upset, bites his lip and says:

TOMMY

Have it your way, Jerk!

The kid doesn't have the nerve to insult back. Tommy rides off toward Joey. PAN WITH HIM and hold the tail of the scene long enough to carry:

TOMMY VOICE OVER

I was so mad I didn't care what anybody said. For a while I just played with Joey. I didn't need to make friends with jerks who made fun of people.

INT. – CAFETERIA – MID-DAY

53. MEDIUM ON TOMMY IN FOOD-LINE five or ten people back in line. As Tommy looks out, zoom back to include Joey as he sits at a nearby table and starts eating, bring up:

TOMMY VOICE OVER

Day by day, though I noticed that Joey never tried to make friends with anybody. It was almost like he wanted to be different.

During the last line cut to...

54. MEDIUM CLOSE UP ON TOMMY as he gets his tray and looks at Joey

55. MEDIUM ON JOEY as he throws food at a passing boy. We should sense a rather pathetic appeal for attention.

56. MEDIUM CLOSE UP ON TOMMY shows that he does not like Joey's show for attention.

TOMMY VOICE OVER

Sometimes Joey seemed to do stupid things...

57. ANGLE ON TOMMY FROM MIDST OF LUNCH HALL as he gets his food. PAN WITH HIM as he sets out, seems to deliberate, then sits with the gang not with Joey. Hold this scene long enough to carry.

TOMMY VOICE OVER

...to get people to make fun of him. (Pause) If Joey was gonna sit by himself all the time, I wasn't gonna sit with him. I wanted to make friends and get a good start here.

EXT. – SCHOOL – AFTERNOON

58. ANGLE ON SCHOOL EXIT as kids spill out. Tommy is buddying with Bill and Chad, Joey is hanging back watching.

TOMMY VOICE OVER

After school I started hagning around with Bill and Chad. They were really nice guys but they didn't like Joey either. They never teased Joey, but they kidded me for playing with him. (Pause) They knew all the neat places and things to do.

59. MEDIUM SHOT OF JOEY as he watches Tommy ride off with Bill and Chad.

TOMMY VOICE OVER

Joey wasn't in on anything.

EXT. – TOMMY'S HOUSE – LATER IN AFTERNOON

60. MEDIUM SHOT OF JOEY at Tommy's front door.

JOEY

Tommy!

On his call cut to...

INT. – KITCHEN – SAME TIME IN AFTERNOON

61. MEDIUM SHOT OF MOTHER in kitchen preparing dinner. Tommy enters the scene and asks:

TOMMY

Mom, will you tell him I gotta work and can't go out.

MOM(SURPRISED)

Tommy! I'm not gonna lie for you, son. (We hear Joey call again) You better go talk to him yourself.

As Tommy gets up and goes to door (exiting frame) cut to...

62. CLOSE UP ON JOEY at Tommy's front door waiting for Tommy. As Tommy comes out we move into a loose two shot.

JOEY

Can you play, Tommy?

TOMMY

I don't feel very good.

JOEY

Are you sick?

TOMMY

No, I just think I'll go lie down and take it easy.

JOEY

My dad says...

63. MEDIUM CLOSE UP ON TOMMY as he flashes a look like "oh no" but covers quickly and acts pleased.

JOEY

...he thinks this might be a pretty good weekend for us to go paint grandma's coop.

TOMMY

Oh...that's good.

JOEY

We're gonna call grandma tonight. You can go, can't you?

64. MEDIUM TWO SHOT OF TOMMY AND JOEY looking down, obviously he would like to get out of it.

TOMMY

I don't know. I'll have to go talk it over with mom and dad.

Let the silence hold for a moment then have Joey ask again.

JOEY

Sure you don't feel good enough to play?

Both boys know that somethings wrong but try to not show it. Cut to...

INT. – BEDROOM NIGHT

65. LOOSE ON TOMMY sprawled acrossed his bed, leaning on his football. That is, convey that he's deep in thought. We hear a knock on the door.

TOMMY

Yeah?

MOM

May I come in?

TOMMY

Yeah.

66. WIDE SHOT OF TOMMY on bed as mother enters. Mother sits on the bed next to Tommy...

MOM

How're you doin'?

TOMMY

Okay.

MOM

I was really surprised this afternoon when you asked me to say that to Joey.

67. MEDIUM CLOSE UP OF TOMMY

TOMMY

I'm sorry. I just wasn't thinkin'.

MOM

Do you want to talk about it?

TOMMY

(Pause) I don't know if I wanta go to Joey's grandma's.

68. MEDIUM TWO SHOT, mom looks surpised:

MOM

Why not?

TOMMY VOICE OVER

Nobody likes him at school...

69. MEDIUM CLOSE UP OF TOMMY

TOMMY VOICE OVER

Kids pick on him, he asks for it, he doesn't make friends with anybody. And he does dumb things.

70. MEDIUM TWO SHOT

MOM

What'll happen if you go and paint with him?

71. MEDIUM CLOSE UP ON TOMMY

TOMMY

It's just the way the guys'll feel. I'm just starting to make some new friends and, well, Joey's always doin' dumb things.

Silence hangs then:

72. CLOSE UP ON MOTHER

MOM

Tommy, Honey, if it's the apples your worried about, you don't need to be concerned on our account. We could use them, but we don't need them. But about the money you're going to earn for your horse?

73. MEDIUM SHOT ON TOMMY as he turns over to answer Mom

TOMMY

I really want it, mom... but I don't know. What do you think?

MOM

Well, I think that the most important thing is that you think everything out very carefully...

74. CLOSE UP ON MOTHER seeing how important this is to Tommy she becomes more serious.

MOM

...It's like when we decided to move here. There were just so many things to consider. We had friends there. Course a big thing was dad's job. He has alot of responsibility now and we can put a little money away. I guess the more important a decision is the harder it is to make.

75. MEDIUM SHOT ON TOMMY listening very hard to what Mom has to say.

TOMMY

But how can you know your making up your mind the best way?

76. LOOSE TWO SHOT

MOM

That's a hard one. You balance the goods and bads both ways. And above all you try to think about how you really feel. Life is full of decisions and some of them are awful hard. So you try to think ahead to what might happen and how your going to feel later, 'cause you gotta live with your decisions.

Silence...

77. MEDIUM CLOSE UP ON TOMMY

MOM

Hope that helps?

TOMMY

Yeah.

MOM

It's really important, Tommy, that you learn to make decisions that you can live with.

78. WIDE SHOT OF TOMMY in bed and it's obviously night and he's wide awake. The lights are out and he's in pajamas. From this set up shoot both a "plain lying awake" and a "trying to sleep" take then see which works best to set up his fantasies. Over this opening shot...(tighten slowly)

TOMMY VOICE OVER

I laid awake thinking about what would happen if I went to Joey's grandma's and did the painting.

79. TWO SHOTS OF TOMMY and boys on school grounds. One boy spots Tommy and points:

KID

Tommy's got paint on his face!

80. FULL SHOT OF BOY on the school grounds sees Tommy is very nervous, hoping people do not see the paint. Kids, flock around like witches, pointing at the paint spots, circling and taunting, Tommy went to Joey's! Tommy went to Joey's! Tommy trys to cover up.

TOMMY VOICE OVER

If I did go, all the buys would find out for sure, Joey'd probably brag about it.

Cut to...

81. MEDIUM SHOT of Tommy in bed, restless, sleeping very uneasy, tossing and turning.

EXT. – PLAYGROUND – ANYTIME

82. FULL SHOT OF TUG OF WAR as abstract and surreal on an image as possible with Tommy and Joey pulling against the gang. Kid howling sfx. In back ground kids beating ground with sticks.

TOMMY VOICE OVER

If i went with Joey and got the money...I'd have to be his friend.

Close on gang, slowly. Camera moves along group showing the kids.

TOMMY VOICE OVER

Maybe the other guys would never really like me. Anyway, it'd be a long time. But if I didn't go with Joey...

83. CLOSE ON THE TWO BOYS and as camera comes to Tommy and Joey we see Tommy changing places and he is now pulling against Joey. Continue:

TOMMY VOICE OVER

...and I wasn't his friend...

We begin to see Joey losing the tugging cut to...

84. FULL SHOT OF THE TUG OF WAR as Joey loses and stumbles and the boys drag him along the ground. The image should really be nightmarish to heighten the effect of the cut.

TOMMY VOICE OVER

...then he wouldn't have any friends, I'd feel rotten.

INT. – KITCHEN – MORNING

85. MEDIUM SHOT OF TOMMY at the breakfast table, weary from a restless night. Mom is putting food on the table. Tommy is deep in thought.

86. EXTREME CLOSE UP ON HAND AND PLATE and bring up:

TOMMY VOICE OVER

Id' be great to earn twenty bucks but it'd be hard work. I didn't want to back out on Joey, he was my first friend here and anyway I felt sorry for him, but if I went it'd be harder to make friends with guys who were more fun. I wanted to help Joey and I got mad at the way people made fun of him, but why did he keep asking for it?

MOM OS

Tommy!

The fork drops. Tommy is shocked by mom.

87. CLOSE UP OF TOMMY as he is shocked from his thoughts to one of his fantasy.

88. FULL SHOT SCHOOL CHILDREN circling Tommy

MOM OS

Don't play with your food.

Cut to...

89. CLOSE UP ON TOMMY responding to his mother.

90. FULL SHOT OF GROUP at kichen table. Tommy gulps his orange juice, which is commented on:

DAD

Hey, Tommy, not so fast!

During this line cut to...

91. FULL SHOT OF TUG OF WAR a nightmare flashback.

92. FULL SHOT OF GROUP AT TABLE everyone eating and general breakfast talk being carried on.

93. TWO SHOT OF TOMMY AND DAD as dad wonders how he also can help Tommy.

DAD

Mom told me about your problem, the decision you have to make. It's a tough one. D'you wanta talk about it?

cut to...

94. CLOSE UP ON TOMMY as he thinks then, mostly from wishing he could forget about it, shrugs:

TOMMY

Naw, I guess not...

Cut to...

EXT. – STREET NEAR SCHOOL – MORNING

95. DISSOLVE TO SPRING CITY AREA and zoom to Tommy cycling

TOMMY VOICE OVER

I rode my bike way around town so I wouldn't have to go past Joey's house.

96. DISSOLVE TO FULL SHOT OF TOMMY cycling.

TOMMY VOICE OVER

I guess I thought if I just didn't see him he wouldn't ask me to go and...

97. DISSOLVE TO MEDIUM SHOT OF TOMMY cycling.

TOMMY VOICE OVER

...I wouldn't have to decide.

98. DISSOLVE TO FULL SHOT OF BOYS at the corner of a building. We now plainly see the scene develop as the pan reveals the gang of kids leaping out and engulfing Tommy. We identify the same action, yelps, hollers, and comments. As the gang piles into the school cut to...

TOMMY VOICE OVER

It was the first time since school started, that so many of the guys were so friendly to me.

INT. – HALLWAY THEN CLASSROOM – MORNING

99. DISSOLVE TO TRUCKING SHOT OF BOYS into classroom. Joey is seated as the gang enters. He walks up to the gang and says, "Tommy", but is completely ignored. More persistive this time:

JOEY

Tommy! Can you go with me to my grandma's to paint her coop?

100. MEDIUM CLOSE UP ON BOY as we hear the echo. "paint her coop?"

101. MEDIUM CLOSE ON ANOTHER member of the gang as the echo is repated.

102. MEDIUM CLOSE ON TOMMY as he struggles to know what to do. Freeze frame with two echo's.

Fade out.

DECISIONS! DECISIONS!

BEFORE THE PROGRAM

Discuss with students such questions as:

- What are choices? Do we always have a choice in what we would like to do or have? What do you do when you have to make a choice? (List responses on the board for comparison in post-viewing discussion.)
- Have you ever been told to make up your mind about something? How does it feel to have to make a decision? What do you do if you have to choose between two things that you want very much?
- People have **goals** that they would like to reach, like making new friends, learning to play a musical instrument, or making good grades at school. What goals have you thought about for yourself? Have you ever had to make a decision based on that goal?

This program is about a boy who has several goals, or things he wants to do. But when his goals conflict, he must decide what is most important to him. He must make a decision. As you watch this program, try to figure out what steps he took in making up his mind, what influenced his decision, and what you might have done differently.

THE PROGRAM

Everyone faces decisions—and the more important they are, the tougher they are to make.

Like any newcomer Tommy is eager to make friends. Joey not only befriends him, but also invites him to help with chores on his grandmother's farm for the glorious pay of twenty dollars. Twenty dollars will go a long way toward the horse Tommy hopes to buy, and a weekend in the country sounds like fun. It all seems like a great beginning in Spring City, until —.

Tommy slowly begins to realize that his friend is a slightly pathetic misfit whose every move encourages rejection. Gradually it dawns on Tommy that the choice boils down to loyalty to Joey or group acceptance. The decision point becomes the weekend trip. After delaying, hoping for a reprieve, and agonizing for hours over the consequences, Tommy is forced to take action, one way or the other.

LEVEL ONE

As a result of the lesson, the students should: recognize that usually you have choices to make about what to do, understand that making decisions is a learned skill, a step-by-step process, be able to identify a process for making decisions, see how feelings, friends, family, information, values, and other factors influence one's choices.

LEVEL ONE

PURPOSES

THINGS TO CONSIDER

What is Tommy going to do? What do you think his reasons are for doing that? What do these reasons tell you about what is important to Tommy?

Tommy's values might include these:

- being liked by others
- being fair
- doing well in school
- being happy at home
- having fun
- helping others
- learning new things
- earning money

How would you feel if you were faced with the same situation? What would you do? Why? What values would be most important to you? What would you be willing to give up? How do you see yourself as being like Tommy? In what ways are you different from Tommy?

What could make you change your mind about Tommy's decisions? On a sheet of paper, write what you would do if —

- Joe had said $40 instead of $20?
- Mom had said it was up to you, but she wished you'd go with Joey?
- Father had said you ought to stay in town, but left the final decision to you?
- You really had fun with Joey and liked him a lot?
- One of the guys had a bad temper and threatened to beat you up if you went with Joey?
- Joey's grandmother was unable to get any other help and really needed you?
- Joey's grandmother promised you that you'd be in charge of other kids she'd hired to help you?

Look at your answers. How can your choices tell you something about what is important to you? How can knowing what is important to you help you make decisions? How can you find more about your values?

What choices did Tommy think about? What might have happened to him as a result of each choice? What might have happened to Joey? to the guys? Do you know for sure that these things would have happened? Why?

How did Tommy choose what to do? Did he think about what the problem really was? What did he see his decision to be?

Did he think about the advantages and disadvantages of each of his choices? What were they? Did he consider his feelings and the feelings of others? How did he get help in making his decision?

How could Tommy's steps to making a decision be useful to you?

1. Identify problem.
2. List possible choices.
3. Consider pros and cons of each, thinking about what is most important to you.
4. Make decision.

Do you ever use these steps in school or at home? How could you use these steps to make choices?

Tommy's problem was that he had to choose between several things that were important to him. Have you ever had to make a choice like that? What did you do? What do you think about that decision now? Look at the ways you make decisions that were written on the board before the program. What would you change now?

What have you learned about choices and decisions from watching Tommy work out his problem?

AFTER THE PROGRAM

IMMEDIATE ACTIVITIES

Looking at Choices

Make a time chart showing everything you did yesterday, from the time you left school until bedtime. Beside each entry list all your other possible choices. One student's time chart might look like this:

Time	Activity	Other Choices
3:00 pm	ride bus home	walk, ride bicycle
3:20 pm	take Sissy to day-care	no choice
3:30	met Jean, went home with Jean to watch TV	ride bikes, study for science test, finish work on Scout badge, practice softball, play around the park, etc.
5:30	left Jean's, picked up Sis and walked home	no choice
5:45	helped with setting the table, dinner	stay outside, watch TV, study . . .
6:00-7:00	dinner, dishes, etc.	no choice
7:00-9:00	watch TV	go to youth club, write letters, read, practice trumpet, study for science test, get help on math problems, etc.
9:00-9:30	get ready for bed	no choice

For how much of the time were you free to choose what to do? Will your choices increase or decrease as you get older? Why?

Other kinds of choices are also interesting to think about. What about the last dollar you spent? How many other ways could you have spent it? In the last argument you had with a friend or family member, what other ways could you have reacted? What were your choices?

Looking at Values

Think about the values that were important to Tommy — being fair to his friend, being liked by others, earning money. What did Tommy value most? Now write your definition of a value. Under it list ten things that you consider important to you. You might break your list into three categories: most important, fairly important and less important. Put the list in a safe place. One week from now, look again at your list of values. What changes would you like to make? Why do you think that a person's values can change?

Looking at Friendships

Just like Tommy, most people have to make decisions about how they will act toward their friends. What responsibilities do you have toward your best friend? What does being a friend mean to you? How would you rate Tommy as a friend?

Pretend that you are Tommy and one of your classmates is Joey. Suppose that Tommy tells Joey "no" in front of the boys and Joey runs away, hurt, and almost in tears. He doesn't come in the building that morning, and at noon Tommy finds Joey sitting up against a wall throwing rocks at a tree. Tommy wants to help Joey. What can he say or do?

A suggestion for openers:

Tommy: "Hey, Joey, I want to talk to you about what happened this morning."
Joey: "Go away. I don't have *any* friends now!"
Tommy: "But Joey, I'm still your friend."
Joey: "You mean you're going to go after all?"

The rest is up to you!

After playing the roles of Tommy and Joey, you may want to get together in small groups to plan and act out your own play about someone whose decision involves the feeling of a friend.

LONG-RANGE ACTIVITIES

Purpose

- to let students practice making decisions
- to help students produce something useful to themselves and others
- to show how classroom subjects use decision-making skills in solving problems
- to help students consider their own values as they plan and carry out decisions
- to recognize that most plans and decisions must be flexible enough to cope with change.

Home Project

Help students plan and carry out a project to be worked on at home for classroom credit, using a step-by-step procedure for making decisions like the one that follows.

Step 1. Recognize the many problems, challenges, or needs that might be attacked through individual home projects (e.g., unsightly property; wasted resources, abundance of discarded; damaged items; neglected community members; personal goals or problems).

Step 2. List all available choices or possible solutions.

- Plant a vegetable garden.
- Landscape a yard.
- Clean up and landscape an abandoned lot.
- Create a play area for smaller children.
- Build a box for toys or a house for a pet.
- Make holiday gifts and deliver them to elderly people in the community.
- Redecorate a room.
- Organize a fix-it campaign at home to repair (or throw away) all damaged toys, clothes, etc.
- Hold a neighborhood garage sale to sell or swap all unwanted items around the house.
- Set a savings goal and keep records for four weeks to check progress.
- Draw up and carry out an energy conservation plan for your home or school. Chart progress.
- Teach a new game or skill to younger children.
- Develop a campaign to correct or compensate for neighborhood health or safety nuisance.

Step 3. Gather information about each choice, including what resources will be needed, what resources can be acquired, what skills are involved, the students' own interests and talents, and where students can get the help they need. Information might be gathered by interviewing and observing adults doing similar work: collecting pictures, and watching films and TV, as well as by the usual methods of library research. Students might suggest other possibilities and choose their own means of finding out what they need to know.

Step 4. List advantages and disadvantages of choices. By considering why they list certain reasons as advantages or disadvantages, students can begin to see how their values influence the choices they make. The extra step of asking why the pros are pro and the cons con would be the basis for small group discussions. Getting a chance to talk about their values encourages students to learn more about themselves and to understand their own behavior.

Step 5. Make a decision and draw up a plan for accomplishing it. Based on the results of the three previous steps, students should select individual projects that they believe to be best for them. This step involves setting a goal and making tentative plans about how best to achieve it.

Step 6. Review and revise decision. Inevitably as projects more from goals to plans to action, there will be snags. Help students revise their plans to meet the unexpected. Some plans may need to be scrapped altogether, and new options worked out. Being flexible enough to cope with changes should be seen as a very valuable trait. All plans should be regarded as tentative ideas to be tested in the real world and constantly adjusted to meet the goal.

RELATED SUBJECT AREA ACTIVITIES

Language Arts

ORGANIZING IDEAS AND WRITING INSTRUCTIONS

Have the students keep records of their project, what they did, how they did it, where they acquired the necessary resources and help. When the project is finished, students could use their records to write a "how to" paper, reporting each step in enough detail so that the process could be duplicated by another student. Collected samples of written instructions (cookbooks, assembly kits, repair manuals, home decorating magazines, scout manuals, etc.) might serve as models. The reports could then be compiled and duplicated for distribution to other classes and schools.

A reminder: Characters in literature face value conflicts and important decisions. The same kinds of questions suggested under *Things to Consider* can be used to discuss values and decisions in reading classes.

Mathematics

ESTIMATES, BUDGETS, BOOKKEEPING

Have students estimate cost of materials and supplies needed for the project. Estimates might reflect research done by checking through newspaper ads, catalogs, school price lists. Project budgets should be based on estimates. A system for recording actual costs and comparing them to estimates could be devised by the students to help them see where they stand financially. If costs are exceeding the budget in one category, discuss with students how the budget might be balanced by adjusting other expenditures. When the project is complete, students should be able to report exact costs of the project, how much it cost in relation to the budgeted amounts, and how much it would cost someone else to duplicate the effort. A cost accounting procedure could also be applied to projects where materials are donated by determining the original costs.

Projects that involve no costs like the energy conservation plan can also be used to teach mathematics by having students determine the costs and percentage of wasted energy in their homes. A fix-it campaign might report on the replacement costs of damaged items, as well as on the budget for repair materials.

Health and Physical Education

UNDERSTANDING DEVELOPMENTAL STAGES

For students whose projects involve working with younger children (making toys, building a play area, teaching a skill), explain how children's muscles and physical skills develop. Help them see how younger children differ from them in abilities and interests. Look at stages of physical development in selecting toys, games, activities, and equipment for younger children. Discuss how people who work with children must understand the physical and emotional characteristics of the age group they work with. From a retail sales catalog, collect pictures of toys, games, and equipment. Have students divide the pictures according to appropriate age groups and explain their reasons.

Science

USING SCIENCE TO SOLVE EVERYDAY PROBLEMS

Meet with students and help them see how almost every project relates to science. Provide science texts and materials for information needed in their projects. After the projects are completed, have students report how science was used and what they learned from the task.

Social Studies

COMMUNITY NEEDS

Using city directories, telephone books, or newspaper ads, students could find out how many workers (paid and unpaid) perform tasks like the ones they performed in their projects. Consider society's need for such tasks and the talents and training required. Encourage students to think about the long-range and daily decisions made by both voluntary and paid workers in doing their work. How are these decisions like the decisions made by students in their own projects?

Group Meetings

ALL SUBJECT AREAS

In small groups students might discuss their projects and the decisions they had to make. Starter questions might be: "What made you decide to choose your project?" "Why was completing the project important to you?" "What decisions did you have to make?" "How did you learn from doing your project?" "How do you feel about your ability to make decisions now?" The groups might also discuss how decisions about their projects affected others and their willingness to accept responsibility.

LEVEL TWO

PURPOSES

After viewing "Decisions! Decisions!" students should be aware of the various ways that people make decisions; be able to project the possible consequences of various options that affect a decision; be aware that all decisions involve some risks; and see how making decisions gives them more control over what happens to them.

THINGS TO CONSIDER

What will Tommy do? Why? How does Tommy's decision tell you about what is most important to him?

What are his choices? What could happen as a result of each? Why do you think so?

Is this showdown really a surprise to Tommy? Had Tommy thought about what he would do if this happened to him? How can predicting the outcomes of problems help you when you are suddenly forced to make a decision?

When did Joey first try to get an answer from Tommy? What was Tommy's reaction? Why didn't he answer Joey then? What do you think Tommy was hoping would happen?

Think of as many ways as you can to approach a decision. Add your own ideas to these suggestions: letting someone else decide for you, putting it off, avoiding the decision, guessing, playing a hunch, taking the first and easiest way out, giving up completely, planning and weighing all facts and feelings to make a rational decision, worrying, being overwhelmed by the facts. Which of these strategies did Tommy first try? How did they work out for him? How did putting off the decision affect Tommy's control over the situation? Which strategy will give Tommy the most control over the problem?

Which strategy did Tommy's mother say they had used in deciding to move to Spring City? Which did she suggest to Tommy?

What steps did Tommy consider when he tried to plan his decision? How well did he do with each step? What could he have done better?

What could Tommy have done earlier to avoid the confrontation? Is there any way now for him to keep his friends and still not let Joey down? What other choices could you suggest to Tommy that he did not consider?

What kept Tommy from making the decision earlier? What was he afraid of? What did he think might happen as a result of his decision? Could he really be certain of the consequences? Can you ever be sure of what will happen when you make a decision? What does it mean to take a risk? Do decisions usually involve risks of some sort? Can risks be "calculated" or controlled?

Tommy tells his mother that Joey doesn't want to make friends. What evidence does he have for drawing that conclusion? Why do you think Tommy wants to believe that? Was Tommy basing his decision on the opinion of others or on his own understanding of Joey's situation?

Do you think that Joey really doesn't want friends? Why? What might be some of the reasons that Joey can't make airplanes, can't pass a football, has poor table manners and just doesn't fit in? If you really cared about Joey, what could you do to help him? What will happen to Joey if no one understands why he acts differently? How can trying to see the reasons behind the behavior of others help you decide how to respond to them?

Tommy had some definite goals for himself. What were his goals? How did the goals influence Tommy's decision? What are some of your own goals? How do they influence the decisions you make? How do the decisions you make help you reach your goals?

AFTER THE PROGRAM

IMMEDIATE ACTIVITIES

Looking at Options

What will Tommy say to Joey? Several class members might recreate the last scene, looking at all the options for finishing the story. Have the actors and actresses, as well as the audience, describe how Joey and Tommy might feel, in each situation. How many different endings can the students dramatize? Your classroom can be rearranged to duplicate the setting. The opening lines are:

Joey: "Tommy, can you go with me to my grandma's to paint her coop?"

Group: "You gotta be kidding, Chapman! You're going with *him*, Tommy?"

Tommy: ?

Looking at Decisions

Tommy's mother said that they had to make a big decision when they moved to Spring City. What major decisions have your parents made? What decisions will they have to make in the future? Ask your parents what choices they have had in making one important decision; how they got the information they needed; and what feelings they considered in making the decisions. Find out what decisions they have to make every day. How do their decisions affect you?

How are the decisions adults make like yours? How are they different?

List some of the decisions you have already made or will make this year. Which of those decisions will affect your choices for the next few years? On your list jot down how you think this year's decisions can affect you in the long-run. What things will you consider in making these decisions?

Looking at Goals

Think about Tommy's goals (to buy a horse, to make a friend). Write down your definition of a goal. Under it list a goal you might achieve this week; one you might achieve this summer; one you might achieve over several years. How can you make decisions to achieve that goal? Practice by making plans to achieve your one-week goal. At the end of the week, look again at your paper to see how well you carried out your plans.

LONG-RANGE ACTIVITIES

Purpose

to involve students in

- identifying future decision points related to their careers;
- gathering information and predicting possible outcomes of those decisions;
- examining values reflected by choices;
- considering the control they can exert over their own lives by making decisions.

Project: What's Ahead? Charting Future Decisions

Have students develop their own personal "Options Package" of choices available to them as either junior or senior high school students. Students would consider not only the decisions they have to make about scheduling their required courses (geography or botany?), but also those other options that are a matter of individual choice (part-time jobs, volunteer community work, youth clubs, extracurricular school activities, special projects for developing certain interests and talents). Materials such as course listings, brochures of school and community programs, and hobby guides might help students get started, but using direct sources may be more fun for them. The class might invite older students in for a first hand report on the reasons for their choices, or they might visit various school programs already in operation. High school personnel, counselors, work study coordinators, and youth leaders are among the many adults with pertinent information. Family members and friends might also be polled for their opinions. You might suggest certain resources and help them practice making contacts if necessary. But basically this should be a scavenger hunt for facts about the future, giving students a chance to search for information about decisions on their own.

The Option Packages could adopt a variety of formats from time charts to catalogs. As basic instructions to tudents, you might suggest five steps:

1. Identify all the choices you have about school, community, and leisure activities between now and midway through high school.
2. List all possible options for each decision.
3. Find out as much information as you can about each option.
4. Consider the effect your current values and interests, your family and friends will have upon your choices. Remember that values do change.
5. Try to imagine what might happen as a result of carrying out some of your choices.

You might emphasize that you are not asking students to *make* any decision, only to *explore* the choices ahead and to practice the steps that will help them make that decision when the time comes.

RELATED SUBJECT AREA ACTIVITIES

Math

CONSUMER ECONOMICS

Have students foresee their major financial needs through junior and senior high, projecting expected expenditures and identifying future decision points about money. Explore decisions for earning income, saving money, and deciding how income can be spent to their best advantage. Discuss how planning and making decisions about money can increase one's control over what happens to it. Have students develop a personal budget to meet a short-term goal. Some groups may want to consider the effects of increasing costs and inflation on planning for long-term goals.

Social Studies

MAP READING

Look at the environmental influences (community size, climate, location) on options and decisions. Discuss how learning about a broader community can enlarge one's choices. Using maps of the city, county, or state, have students describe the areas with which they are familiar and identify the places they have never been. Have them find out either first hand or through correspondence with a pen pal something about the choice of activities and work available in an unfamiliar area. Have them identify at least one choice available to them that is not available in the area being studied, as well as one choice the new area offers that their own does not.

Language Arts

USING AND COMPILING REFERENCES

Reference materials will be needed in searching for basic information about decisions. Help students become familiar with how information is cataloged, what abbreviations are used, and how items are cross-referenced. In-coming information will also need to be compiled and organized. The final product, composed of reports by individual students, might be called "The Choices Ahead: A Source Book for Decision-Makers." It would include summaries of educational, extracurricular, and community programs, reports of interviews and observations, and first hand sources for additional information. The book could be revised annually by intermediate students exploring the decisions ahead.

Science

SCIENTIFIC METHOD

Compare the scientific method with procedures described in this lesson for making personal career decisions. Explain how workers involved in scientific inquiry must accurately identify the problem, formulate hypotheses, gather information, consider and test the effects and results of each hypothesis, and draw conclusions much in the same way that a student tries to determine which part-time job to take. You may also want to point out the major differences in personal and scientific problems, such as value considerations, and the probability factors involved in predicting how people can be expected to act as opposed to how things will act.

Physical Education

Have students assess their own levels of fitness, health, and physical skills. Help them identify a relatively short-term individual fitness, health, or skill goal, and then develop a personal plan by which it can be achieved. Suggest activities, exercises, practice drills, or information needed in their efforts. Meet individually with students to chart progress and discuss problems.

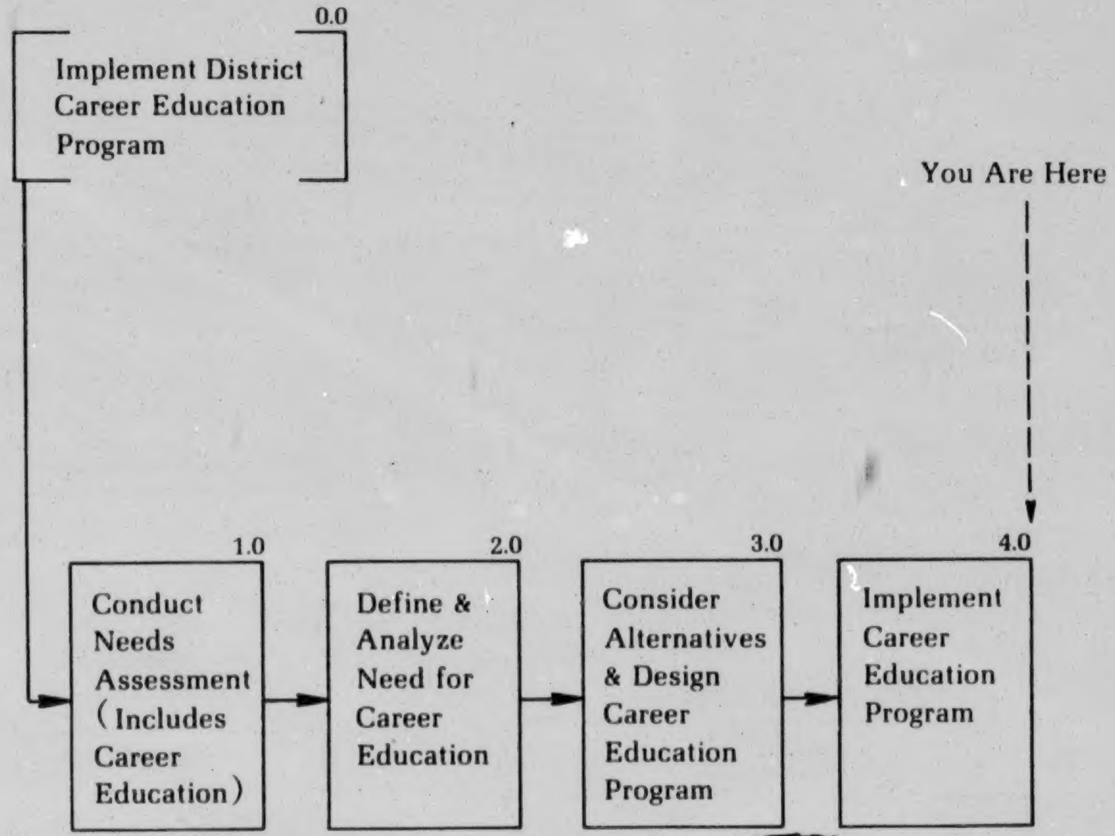
Some health and physical education classes may want to use "Decisions! Decisions!" as an opportunity to consider such decisions as smoking, using drugs, and other habits that affect their health and well-being. Students might gather as much information as possible on a variety of health hazards (including fatigue, malnutrition, obesity), and consider the facts versus the pressures. Discuss also possible results of such decisions—or the lack of decisions.

Summary

ALL SUBJECT AREAS

In small groups, have students share answers to such questions as:

- What can learning to make decisions do for me?
- How does what I feel affect my choices?
- How do my choices affect me?
- How can choices change?
- How do I find out the best choice for me?


0.0
Implement District Career Education Program
You Are Here
1.0
Conduct Needs Assessment (Includes Career Education)
2.0
Define & Analyze Need for Career Education
3.0
Consider Alternatives & Design Career Education Program
4.0
Implement Career Education Program

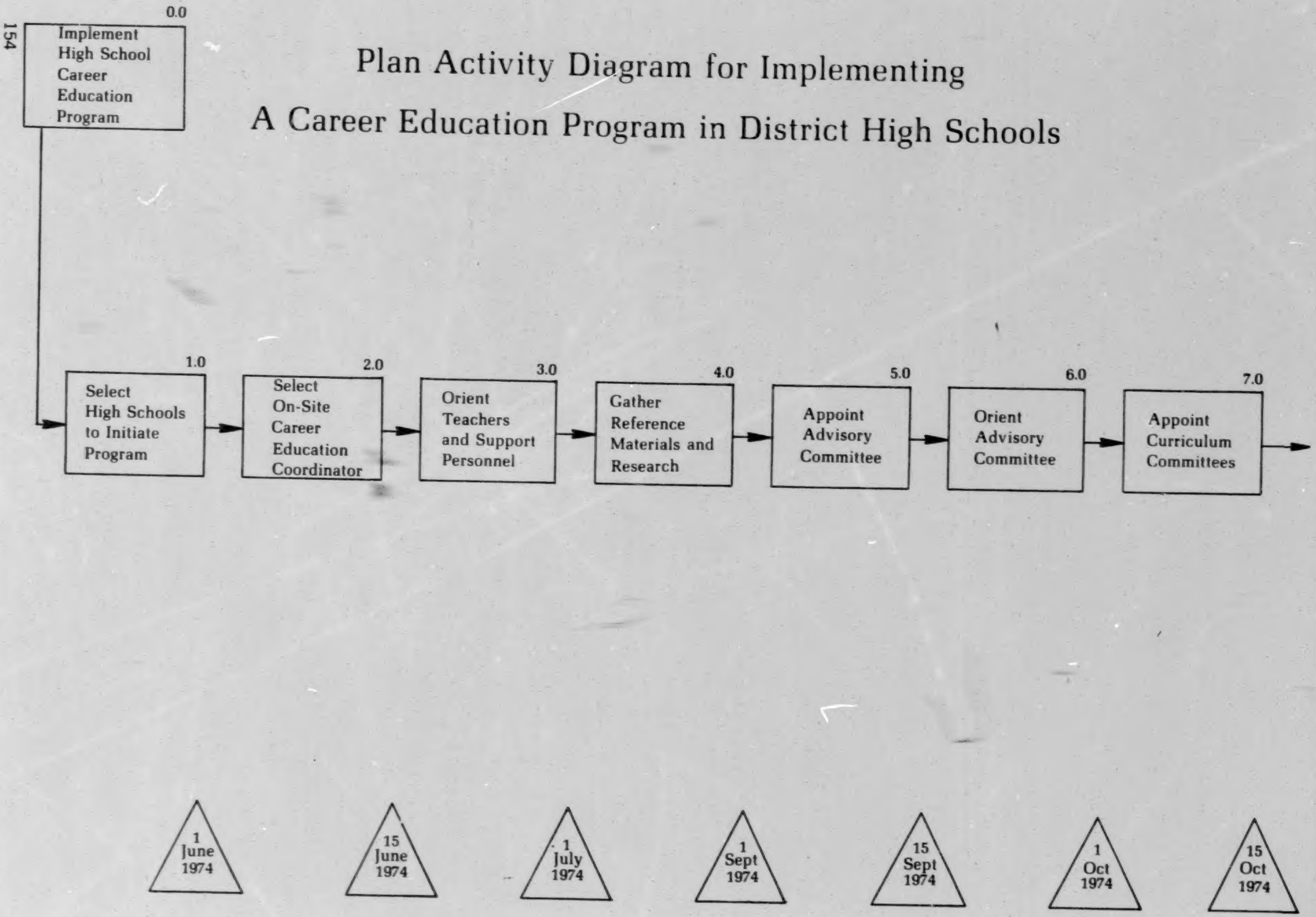
STEP 4.1

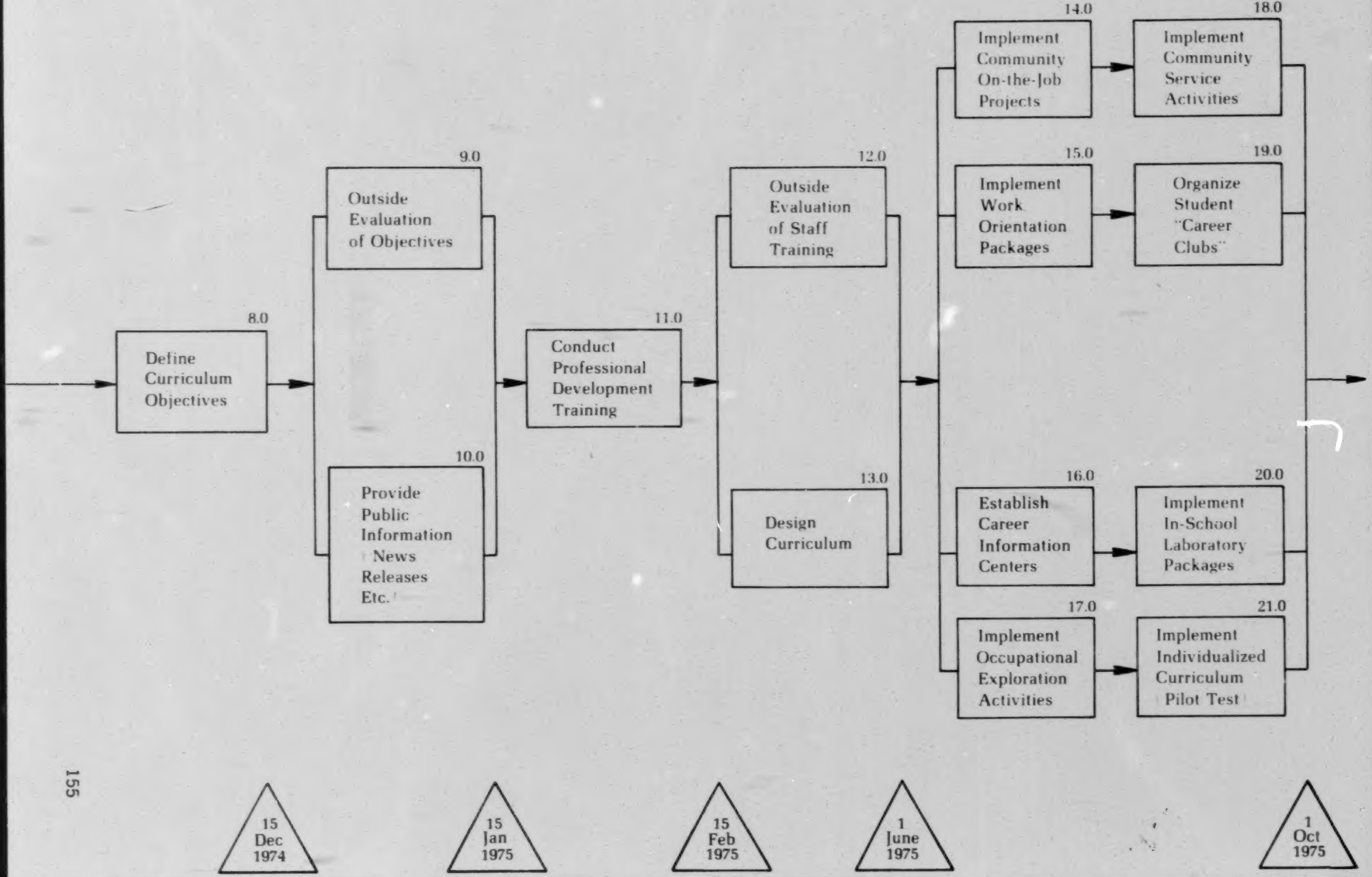
IMPLEMENTATION OF A CAREER EDUCATION PROGRAM

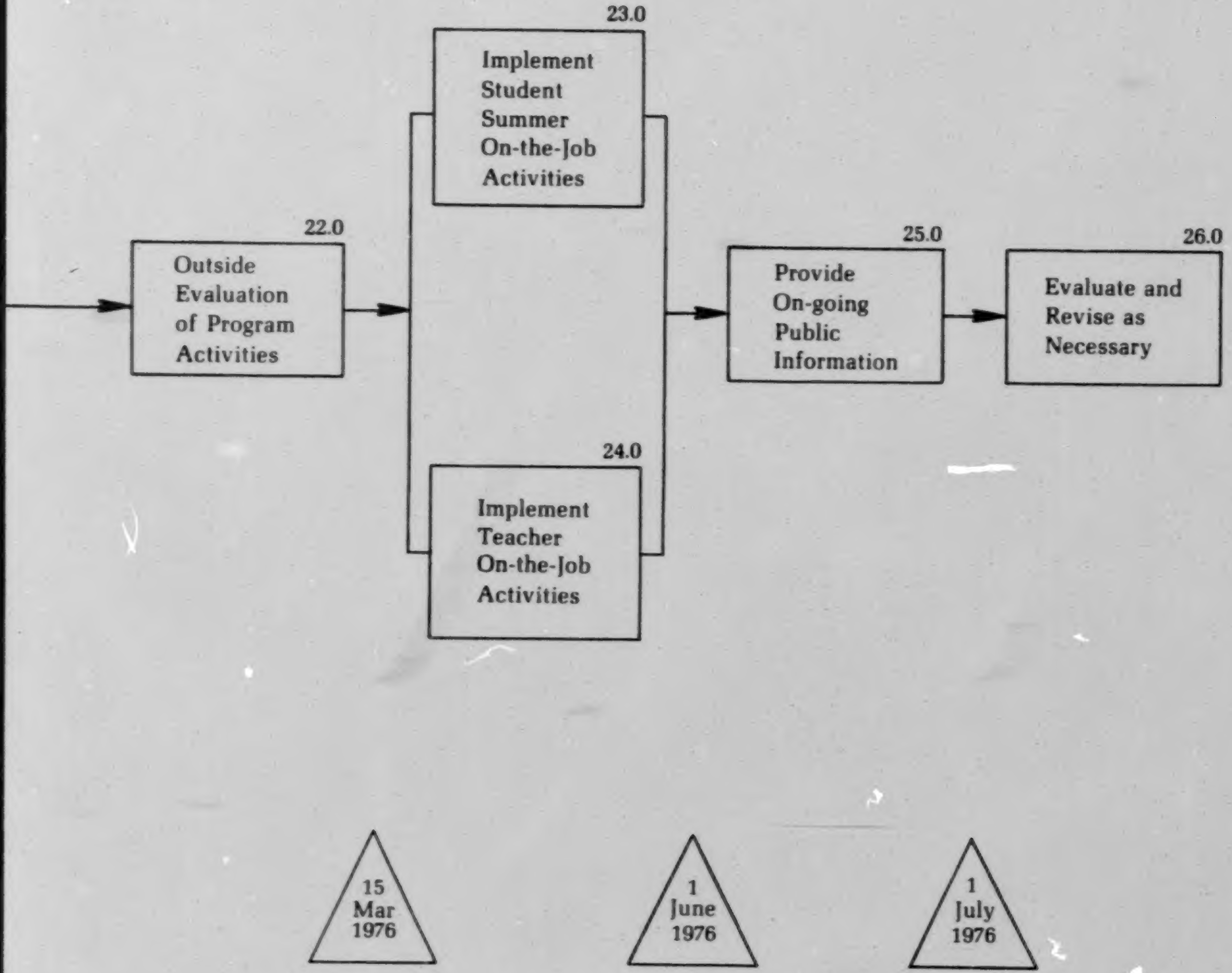
BEST COPY AVAILABLE

Step 4.1 below provides an example at the high school level of implementing a career education program. The flowchart illustrates twenty-six sequential steps in the process. This is intended only as an example, since each district's program will necessitate its own "detailed blueprint."

Plan Activity Diagram for Implementing A Career Education Program in District High Schools


0.0
Implement High School Career Education Program
1.0
Select High Schools to Initiate Program
2.0
Select On-Site Career Education Coordinator
3.0
Orient Teachers and Support Personnel
4.0
Gather Reference Materials and Research
5.0
Appoint Advisory Committee
6.0
Orient Advisory Committee
7.0
Appoint Curriculum Committees
1 June 1974
15 June 1974
1 July 1974
1 Sept 1974
15 Sept 1974
1 Oct 1974
15 Oct 1974


8.0
Define Curriculum Objectives
9.0
Outside Evaluation of Objectives
10.0
Provide Public Information (News Releases Etc.)
11.0
Conduct Professional Development Training
12.0
Outside Evaluation of Staff Training
13.0
Design Curriculum
14.0
Implement Community On-the-Job Projects
15.0
Implement Work Orientation Packages
16.0
Establish Career Information Centers
17.0
Implement Occupational Exploration Activities
18.0
Implement Community Service Activities
19.0
Organize Student "Career Clubs"
20.0
Implement In-School Laboratory Packages
21.0
Implement Individualized Curriculum (Pilot Test)
15 Dec 1974
15 Jan 1975
15 Feb 1975
1 June 1975
1 Oct 1975

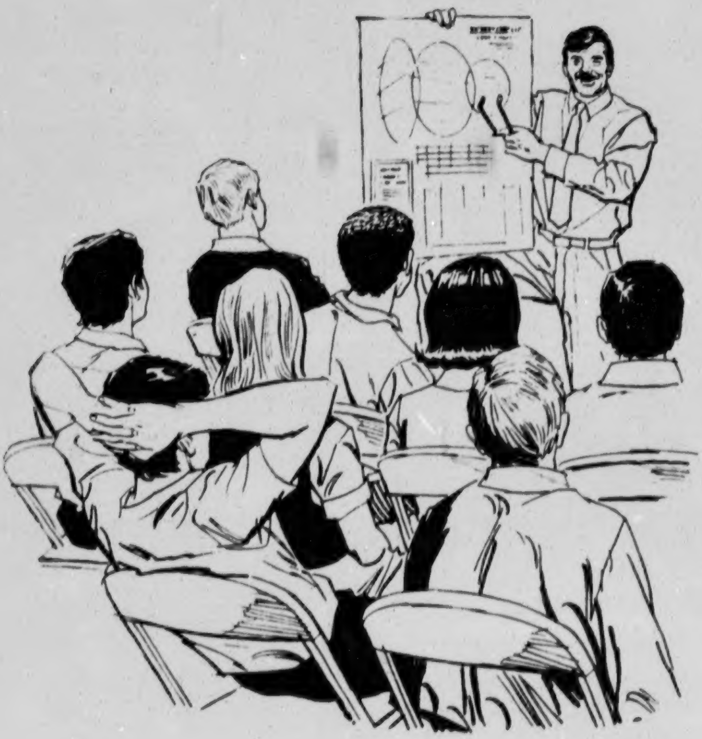

22.0
Outside Evaluation of Program Activities
23.0
Implement Student Summer On-the-Job Activities
24.0
Implement Teacher On-the-Job Activities
25.0
Provide On-going Public Information
26.0
Evaluate and Revise as Necessary
15 Mar 1976
1 June 1976
1 July 1976

STEP 4.2

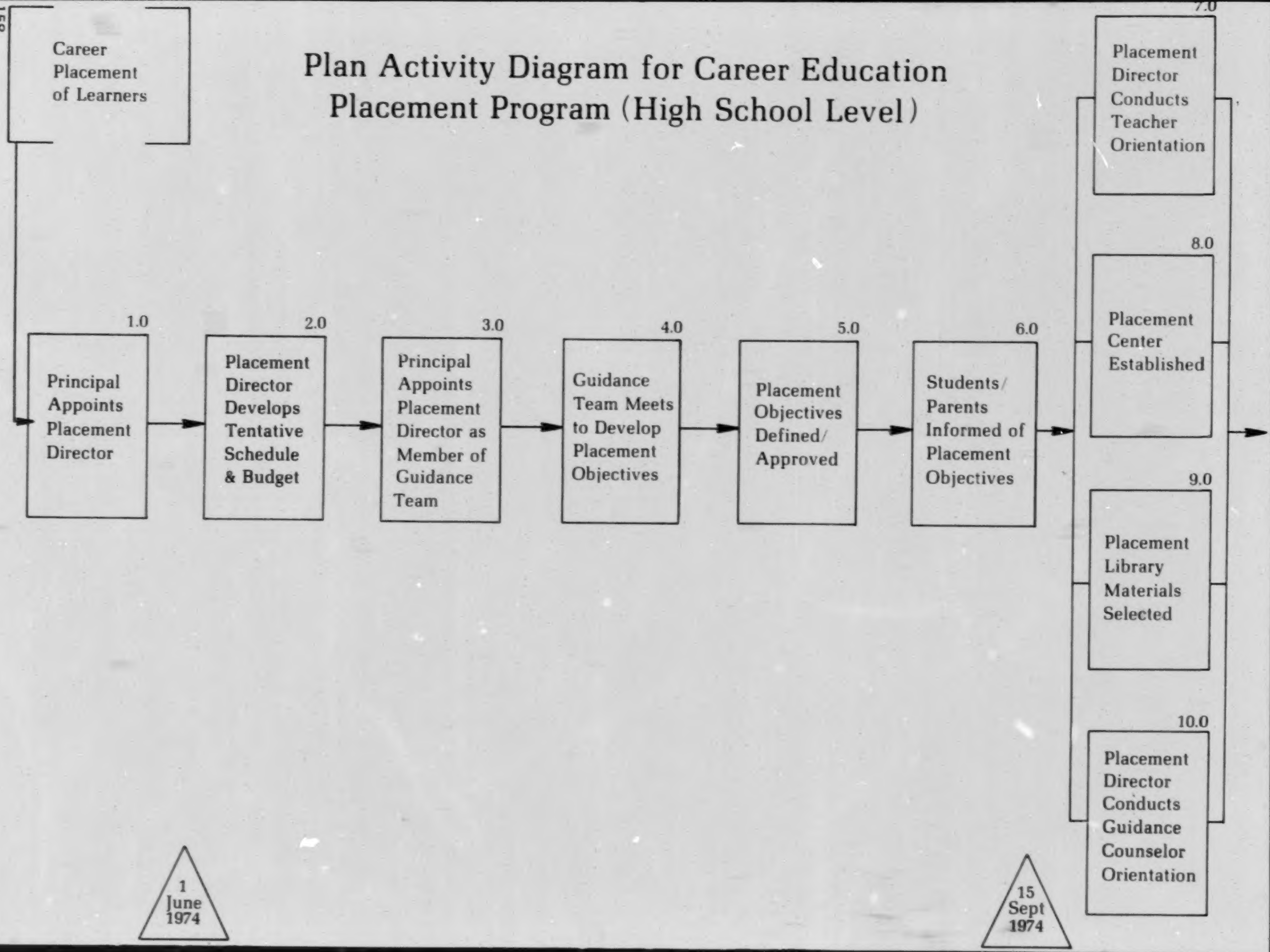
IMPLEMENTING A PROGRAM OF CAREER PLACEMENT

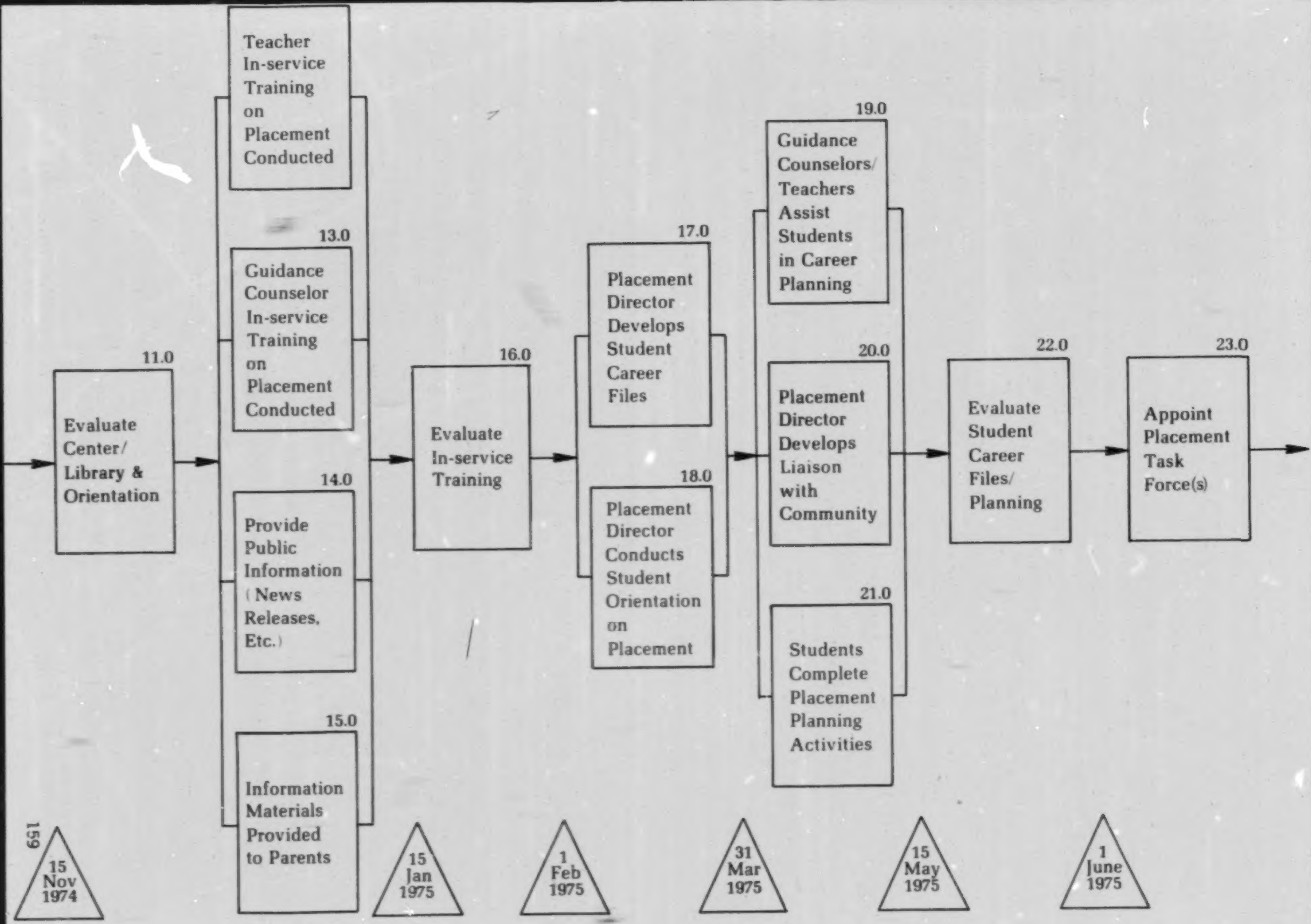
BEST COPY AVAILABLE

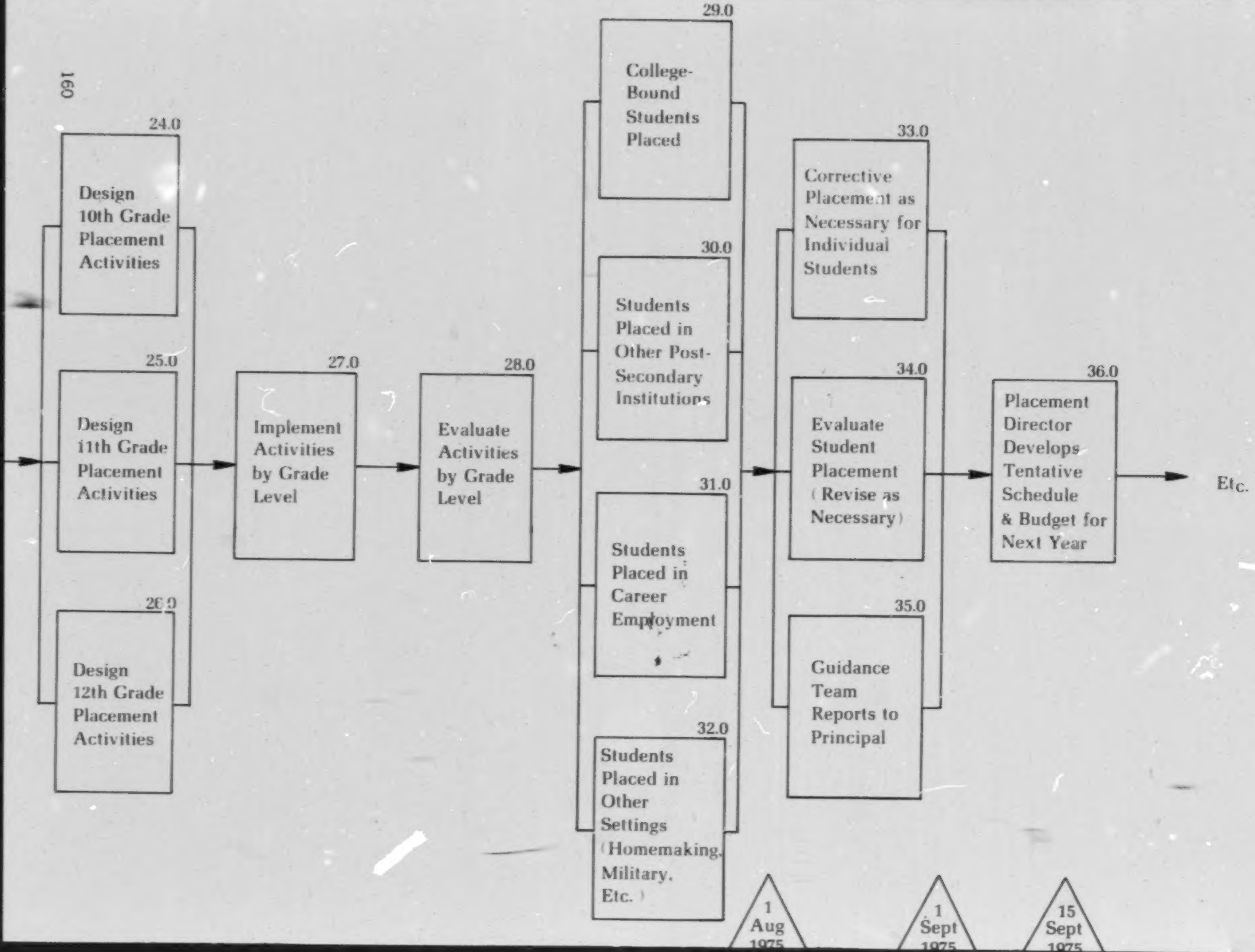
Below is a flowchart example at the high school level of a placement program where the placement director becomes a member of a "guidance team." Also included in this step are selected materials on the placement function from the states of New Jersey and Georgia. The materials from Georgia are an example of a *Job Placement Manual*, including suggested forms and procedures.



Plan Activity Diagram for Career Education Placement Program (High School Level)


Career Placement of Learners
1.0
Principal Appoints Placement Director
2.0
Placement Director Develops Tentative Schedule & Budget
3.0
Principal Appoints Placement Director as Member of Guidance Team
4.0
Guidance Team Meets to Develop Placement Objectives
5.0
Placement Objectives Defined/ Approved
6.0
Students/ Parents Informed of Placement Objectives
7.0
Placement Director Conducts Teacher Orientation
8.0
Placement Center Established
9.0
Placement Library Materials Selected
10.0
Placement Director Conducts Guidance Counselor Orientation
1 June 1974
15 Sept 1974


11.0
Evaluate Center/ Library & Orientation
Teacher In-service Training on Placement Conducted
13.0
Guidance Counselor In-service Training on Placement Conducted
14.0
Provide Public Information (News Releases, Etc.)
15.0
Information Materials Provided to Parents
16.0
Evaluate In-service Training
17.0
Placement Director Develops Student Career Files
18.0
Placement Director Conducts Student Orientation on Placement
19.0
Guidance Counselors/ Teachers Assist Students in Career Planning
20.0
Placement Director Develops Liaison with Community
21.0
Students Complete Placement Planning Activities
22.0
Evaluate Student Career Files/ Planning
23.0
Appoint Placement Task Force(s)
15 Nov 1974
15 Jan 1975
1 Feb 1975
31 Mar 1975
15 May 1975
1 June 1975


24.0
Design 10th Grade Placement Activities
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Design 11th Grade Placement Activities
26.0
Design 12th Grade Placement Activities
27.0
Implement Activities by Grade Level
28.0
Evaluate Activities by Grade Level
29.0
College-Bound Students Placed
30.0
Students Placed in Other Post-Secondary Institutions
31.0
Students Placed in Career Employment
32.0
Students Placed in Other Settings (Homemaking, Military, Etc.)
33.0
Corrective Placement as Necessary for Individual Students
34.0
Evaluate Student Placement (Revise as Necessary)
35.0
Guidance Team Reports to Principal
36.0
Placement Director Develops Tentative Schedule & Budget for Next Year
Etc.
1 Aug 1975
1 Sept 1975
15 Sept 1975

PLACEMENT: THE ULTIMATE TEST OF A SCHOOL'S COMMITMENT TO ITS STUDENTS

Placement: The Ultimate Test of a School's Commitment to Its Students: A Brief Explanation of the Job Placement Program

SPECIAL
PAPER

APRIL, 1972

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1. THE PLACEMENT COMMITMENT

A commitment to placement of one hundred percent of all exiting students – whether they exit into employment or into continuing education – is an important and necessary element of that current revitalization of all of American education called "Career Education." Both logically and strategically, Career Education must involve the local school in timely and effective placement services.

The centrality of this commitment for Career Education was emphasized by U.S. Commissioner of Education Sidney P. Marland, Jr., in his recent speech "Career Education Now":

> "I propose that a universal goal of American education, starting now, be this: that every young person completing our school program at grade 12 be ready to enter higher education or to enter useful and rewarding employment."

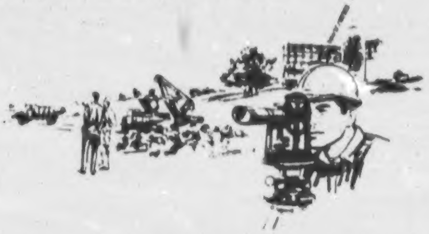
Guidance personnel have been largely successful in the area of college placement. In fact, in many communities, guidance personnel have come to think of their placement responsibilities almost entirely in terms of college placement.

Successful job placement services, especially into "useful and rewarding employment", are clearly much rarer than college placement services. Moreover, the job placement which has been done has often been unrelated to whatever occupational preparation the student has received. This situation is further aggravated by the complete lack of skill training offered to a very large number of students.

Any school engaged in a full Career Education effort – *preparing* students for continuing education and/or employment – has a responsibility to *place* students in jobs consistent with their preparation. As an integral part of the Career Education program, job placement is one of several areas of contact with employers; others include coöperative programs and extensive use of business and industry for field trips, speaker programs, and other resources. Here job placement makes use of, and adds to, the wide range of community contacts required for successful Career Education.

Effective job placement over an extended period is actually only possible in the Career Education setting through the preparation of students to get and hold jobs and the greater extent of school employer contact. The guidance counselor in the traditional school setting, whatever his good intentions, lacks the advantages of the entire educational system's commitment to Career Education, and by implication, the total placement of all exiting students, as well as the intensified interaction of school and employer.

In summary, all schools have a responsibility for job placement. This necessary commitment is explicitly formulated in the literature of Career Education. Job placement in the Career Education setting is facilitated through the greater occupational preparation of students, and the increased articulation of services and contacts between teachers, guidance staff, and employers.



2. A HISTORY OF JOB PLACEMENT

There has always been some type of job placement in the schools through limited contacts maintained by vocational skills teachers, unusually motivated academic teachers, and some guidance counselors. For guidance staff – the most logical job placement program operators – to be actively committed to job placement and successfully engaged in it as part of their duties, the educational system must place a high priority upon successful job placement, and make counselors accountable for their actions. Such a priority and such accountability is a very recent development.

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In a 1968 survey of New Jersey counselors, conducted by a subcommittee on guidance for the *Master Plan for Vocational Education in New Jersey Through 1980*, it was found that a majority of counselors felt that:

1. Vocational guidance has a wide-spread low priority in school guidance programs in New Jersey.
2. Counselor training is deficient in preparing counselors for vocational guidance.
3. All prospective counselors should be trained in vocational guidance.
4. In-service courses in vocational guidance should be made easily available throughout the state.

The Vocational Education Amendments of 1968 gave a tremendous impetus to job placement, interpreting it as a form of vocational guidance. In this legislation, Section 143.2C covered "programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement" and Section 122.6 referred to disadvantaged and handicapped persons, and allowed use of funds for "vocational guidance and counseling designed to aid persons enumerated in paragraphs (1) through (4) of this subsection in the selection of, and preparation for, employment in all vocational areas."

With the support of federal funds available under these sections, the number of job placement programs in New Jersey has grown from five in 1968-69 to twenty in 1971-72. Fifty percent of these current programs placed a monthly average of twenty-four students in employment during the period July-December, 1971. These students averaged a total earning of $3,043 per month during this period.

Further support for job placement came in the recommendations of the Third Report of the National Advisory Council on Vocational Education. Recommendation 1.a of the Council was as follows:

> "*Every secondary school should be an employment agency.*
>
> "For many years, universities and colleges have operated employment offices through which graduating seniors and prospective employers conduct negotiations about jobs. In a handful of comprehensive schools, and in many vocational schools, a similar employment service is now conducted for graduating seniors. This practice must become universal. It must become a priority national objective that schools in disadvantaged neighborhoods establish employment offices at once and accept a responsibility for removing barriers to the employment of their graduates."

Finally, proponents of Career Education have stressed the fundamental importance of effective job placement to the entire Career Education effort.

3. THE OBJECTIVES OF A JOB PLACEMENT PROGRAM

Here are nine realistic goals for job placement programs:

- To strengthen school guidance and counseling through a more sequential program of placement/and vocational counseling which is appropriate for all students.
- To develop student career knowledge that may be helpful in making vocational program choices while still in high school and/or graduation.
- To fill curriculum gaps experienced particularly by those students who are not goal-oriented as well as goal-oriented students who may need or seek further help so that they may attain a higher degree of self-realization.
- To motivate students to attain their full potential by providing a climate for developing and testing attitudes, values, abilities, interests and aspirations.
- To expand career information and opportunities for all students.
- To develop employment prospects for the physically, emotionally and mentally handicapped students so that their school experiences are more in tune with their individual needs.
- To improve lines of communication among counselors, teachers, and vocational and work-study program coordinators.
- To improve public relations and expand coordination with business and community.
- To provide job experiences as an integral phase of the curriculum to help students enjoy greater educational relevancy.

To discover and assist non-goal oriented students is especially important. The Job Placement Coordinator must concentrate his efforts upon those students *not* being served by other programs, such as cooperative education, an important component of the vocational orientation of an increasing number of high school students. He has a wide responsibility for all students, but has a particular concern for those students not entering further education, not being served by vocational skills programs, and without occupational goals or plans.

Clearly, this position requires coordination and cooperation with all agencies involved in job development and employment placement, such as the Division of Employment Security of the Department of Labor. The Job Placement Coordinator should not compete with other agencies. He should pool all types of resources with other organizations to best serve the various client populations. Moreover, the Job Placement Coordinator has a special interest in part-time employment for non-goal oriented students, when that need is not directly met elsewhere.

4. TYPICAL ACTIVITIES IN A JOB PLACEMENT PROGRAM

In considering placement services, each school district will wish to set up its own priorities and sequence for the development of appropriate activities, such as those listed below:

1. Select an advisory council
2. Conduct a survey of local occupational opportunities
3. Initiate cooperation with community agencies
4. Publicize the job placement program
5. Organize occupational information
6. Organize a career exploration club
7. Counsel and prepare students for meeting with employers
8. Involvement of students in setting up and operating a job placement service.

9. Cooperate with employers
10. Follow-up of student referrals to employers
11. Evaluation of placement services
12. Cooperate with teachers and counselors
13. Forms and record keeping
14. Use of vocational tests and appraisal instruments as an aid in relating the student's abilities and interests to emerging vocational identity.

The key activity, of course, is the placement of students in employment, particularly the placement of non-goal oriented students in part-time employment while in school. Such part-time employment should be part of the curriculum, according to the Third Report of the National Advisory Council on Vocational Education:

> "A good way to teach employability where it is not an integral part of every day life, is through employment. Every school with students who are not learning desirable employment habits at home should, to the extent the labor market allows, make part-time employment a regular part of the curriculum."

5. THE ROLE OF THE PLACEMENT COORDINATOR

The duties of the Job Placement Coordinator are as follows:

- Reports to the director of the career resource center, director of pupil personnel services, director of guidance or school principal—depending upon the particular district's organizational structure.
- Cooperates with the local state employment service in developing and utilizing employer contacts.
- Visits local and county industrial commissions and planning boards.
- Makes personal visits to local employers to determine employment needs and to evaluate employment sites.
- Surveys vocational training opportunities, including apprenticeships, manpower training centers, community colleges, business and trade schools, adult education programs, business sponsored education and training opportunities, and apprenticeship programs.
- Develops leads regarding opportunities for the handicapped, minorities and people representing special needs.
- Maintains an up-to-date directory of jobs for all levels of ability and interests (including handicapped), for both full-time and part-time jobs.
- Maintains a record of placement including student and employer comments regarding the value of the job experience.
- Coordinates all activities with career and other interested teachers.
- Assists in evaluations.
- Makes surveys, collects data and prepares directories, catalogues, reports of available materials, services and resources.

An individual holding the position of a Job Placement Coordinator should have related experience in business and industry, or vocational education, or some other type of personnel work. A minimum entry requirement is a bachelor's degree in elementary or secondary education. Certification in pupil personnel services is the Placement Coordinator's ultimate aim. Certification may also be gained through the meeting of requirements for the position of the Coordinator of Industrial Education.

The Job Placement Coordinator works full-time for a full twelve months. His schedule should be flexible so that he may spend much of his time in the field performing job development tasks such as meetings with students on the job, presentations before service clubs, meetings with community agencies, and visits to employers.

In the school the Placement Coordinator interviews students, and provides orientation and related information pertinent to the objectives of the job placement service. Coordination with teaching staff, counselors, vocational program coordinators, and community agencies is essential.

The Placement Coordinator should develop with the administration the schedule of hours, vacations, etc. Each employment area and/or business area of the state has peak employment periods of the year and special hours employers prefer to meet with the Coordinator.

Summer and vacation times may be the busiest periods for him since this is when most jobs are available to students. The Coordinator's hourly and yearly schedules do not follow those of the regular teaching and counseling staff. Participation in staff, guidance, vocational staff meetings and other school meetings pertinent to his work is required. It is important that the Placement Coordinator not be involved in any after-school or other program assignments that would interfere with job placement service activities.

The Placement Coordinator student-load should not exceed 200 students to effectively carry out all aspects of the position. While all students may benefit through job experiences, the basic premise upon which the service is established is that students who are not goal-oriented will be provided first priority over students whose career patterns are more organized.

The Job Placement Coordinator will report to his superior on a monthly or quarterly basis with statistical information reflecting a cost/benefit ratio. At the same time, his superior would be expected to confer with him on how the program's objectives are being met and if a re-direction in priorities is necessary. In other words, this reportability pattern copes with the problem of continuing or modifying the established objectives.

6. SCHOOL-INDUSTRY COOPERATION

Essential to the effectiveness of the job placement program is the maintenance of good relations and communications with employers. To best maintain these good relations, the Job Placement Coordinator should:

- Develop guidelines concerning procedures for selection, school regulations, labor supervision, and responsibilities relative to employment of students in part-time and full-time jobs.
- Record all necessary information pertaining to job requests from employers.
- Refer interested students to job openings.
- Assist students where necessary in keeping appointments.

- Inform prospective employers regarding students who will be graduating or leaving school and are eligible for employment.
- Invite employers to use school facilities when appropriate or to observe prospective employees engaged in school tasks.
- Cooperate with the employers in the development of good attitudes towards work.
- Encourage employers to make placement program and curriculum recommendations.
- Keep abreast of all changes in local, state and national labor laws.
- Review with employers: wages, working conditions, work schedules, and other pertinent aspects of the jobs.

All communication from employers regarding job opportunities should be given immediate attention and recorded and kept on file. Each employment request should be discussed with those students who show interest. Whenever possible, more than one applicant should be referred for each opening so that the final choice rests with the employer. In some cases, employers might be invited to use the school for interviewing purposes.

7. STEPS IN INITIATING A JOB PLACEMENT PROGRAM IN A LOCAL SCHOOL DISTRICT

Districts contemplating establishment of a job placement program should refer to the Division of Vocational Education's publication *Job Placement: A Guidebook For Counselors* for a detailed description of implementation methods.

Briefly, the three phases in the establishment of a program are as follows:

I) To create interest and work for action in the establishment of a Job Placement Service;

II) An in-depth study of the need, acceptance and steps for implementation of the Job Placement Service, conducted by an Ad Hoc Committee on Job Placement Services;

III) To inaugurate the plan set up by the Ad Hoc Committee on Job Placement Services.

Activities within the first phase might include a thorough analysis of present school operations related to a possible job placement program, such as:

- program enrollments
- program quality
- present placement activities
- drop-out rate
- congruity between student expectations and abilities, and employment
- a survey of employer attitudes
- the development of a tentative job placement program plan and budget.

In the third phase, the job placement program plan is implemented, evaluated and modified.

8. EVALUATING A JOB PLACEMENT PROGRAM

Evidence of the effectiveness of a program is necessary to the justification for continuation or expansion. Remember these three basic functions: first, providing exploratory part-time job experiences while the student is still in high school and post high school vocational programs; second, offering needed help to dropouts and non-goal oriented students in finding appropriate "next step" situations; and third, aiding graduates in locating meaningful jobs and related education and training opportunities.

Questions regarding the contributions of the program to the progress of involved students must be answered. How does the program affect student behavior? Does attendance improve? Do grades go up? Do student efforts at school and on the job increase? Are more students identifying with sound career goals? Is community cooperation improving? Are teachers up-dating instuction? Are employers satisfied? These and many other questions must be answered.

Program appraisal should involve students, employers, teachers, counselors, administrators, parents, and curriculum committee. The Job Placement Coordinator should develop necessary forms, procedures and techniques for data collection, interpretation and reporting. He should keep a log of activities, including daily appointments, contracts, survey information, referrals and other information pertinent to the service.

Findings may be used for the revision of curriculum, in-service training, and the modification of the placement program itself.

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Occupational Research Development Resource Centers

Georgia Department of Education
JOB PLACEMENT MANUAL

I. Planning and Management
II. Student Development
III. Job Development
IV. Central Record System
V. Follow-Through and Follow-Up
VI. Appendix
  Child Labor Laws
  Hints on the Job Interview
  Sources of Additional Information

I. PLANNING AND MANAGEMENT

BACKGROUND

In today's technological society, the complexity of the work force, the new dependence of work on education, and the need for continued learning throughout life, make it mandatory that the school be responsible for learning opportunities in work experience programs and job placement for school leavers. Work experience and job placement are fundamental to the education and continued learning of youth. The school must provide equal services to both those not going to college and the college bound.

The basic purposes of such a program are (1) to provide a transition from school to work for all young people leaving the public schools, (2) to place students in part-time paid work experiences as a part of their education, and (3) to provide students non-paid work experience considered of value.

ADMINISTRATION OF THE PROGRAM

The administration, the board of education, and key decision-making personnel must be actively involved in operating an effective job placement program.

Key steps to take and key people to be involved are listed here. The size and circumstances of a school always will bear on the administration of the program.

1. The board of education must be aware of the scope, purposes and plans for the program and will need to authorize its development and support its implementation.
2. The superintendent of schools should issue both to the staff and to the public a statement of commitment to the program.
3. Notice of action or a statement of the review and approval of the program by central office staff should be sent to principals and teaching staff.
4. Each principal should make known publicly his support and acceptance of the program at faculty meetings and in written communications to parents, students and faculty.
5. A description of program goals and objectives should be distributed to the press at the time the program is initiated.
6. The program's goals and benefits should be explained to all potential employers in the district.

Unless these key people are involved from the beginning, there is little chance of success for the job placement program. This cannot be a one-person operation but must be approached by a coordinated team. The principal is critical to the success of the program; it should not be attempted without his support.

PROGRAM ORGANIZATION

While the overall program will be a team effort, one person at the district level should be designated a line administrator. Except in very large districts, this person should be directly responsible to the superintendent of schools and work directly with principals of the schools where the program is to be initiated.

Each secondary school would operate autonomously in student development, placements and its own school organization. But it would work through the district office on job development and initial contacts with potential employers. This will eliminate too many school personnel contacting the same employers several times for the same purpose. **After relations have been established**, certain high schools may work directly with a particular employer.

The job placement coordinator should assist each school to set up a building job placement committee to assist the principal and the contact in the school or the job placement director.

Membership on the team may include the following but should be designed to fit the nature of the individual school.

Principal
Director of vocational education
A representative of vocational teachers
Academic teachers
Students
Counselors
School job placement director
Cooperating employers
Civic leaders in the service area
Parents from the PTA

Recent graduates of the school
Persons with special knowledge of the labor market and placement problems

The **principal** should serve as chairman of the building job placement committee and should lead the overall job placement program.

The **school job placement director** should prepare the staff work for the meetings and receive other staff members' problems or recommendations for action by the committee. In most cases, this person will be located within the guidance department of the school. His primary role in the actual program will be student placement, job development, follow-up, evaluation and coordination of all activities involved in placement and employer relations.

Counselors and vocational coordinators can aid in the development of a job placement program and may assist in student development, job development and employer contact. **It is important to work out a specific plan to involve each person** and **that no staff member deal with an employer outside the program.**

A monthly meeting of the building job placement committee should deal with the problems of overlap and employer contact and follow-up after the program is under way. In the early planning stages, more frequent meetings will be necessary.

DEVELOPMENT OF OBJECTIVES

A clearly stated set of objectives are necessary for program development and carrying out a job placement program. These objectives should be carefully considered by advisory committees and have local board approval. Some probable program objectives are listed below.

1. To inform students, parents, faculty and employers about the school job placement program.
2. To determine the present employment status, experience and skill level of the students in order to achieve better job alignment with the student's wishes and needs for work experience.
3. To organize building job placement committees to design a job placement program within each school which fits in with the district plan.
4. To establish a district job placement advisory committee to work with the placement coordinator, administration and board.
5. To design a plan for job development on a district-wide basis which prevents overlap and facilitates employer cooperation.
6. To design a system-wide plan for follow-up and evaluation of the program.
7. To describe the mode and reporting systems.
8. To design a plan for giving educational credit for work experiences and volunteer activities which contribute to the education and career goals and obtain board adoption of this plan.
9. To design pre-employment instruction, counseling and guidance to make students more effective on the job.
10. To establish a job placement system that makes the work experience a learning and earning experience; e.g., part-time students may use the program to ease the transition from school to work.
11. To expand the job placement program to all youth prior to graduation and to provide a job which is consistent with planned career and educational goals.
12. To establish a feedback system to evaluate the total instructional program and design curriculum change and improvement.

THE DISTRICT JOB PLACEMENT ADVISORY COMMITTEE

One of the keys to a successful job placement program is constantly reviewing its effectiveness from the standpoint of the **school**, the **student**, the **employer** and the community. Therefore, the selection of an advisory committee and its effective use is essential to the job placement program.

Essentially, the advisory committee should review the operation of the program and advise the schools and employers. The committee should not be used in a perfunctory manner. It must be totally informed and encouraged to be frank in its advice to the staff and the school district.

The advisory committee should include a cross-section of the community's power structure as well as persons with special expertise in the business community. The ultimate nature and size of the committee will be determined by the nature and needs of the community. The following is a suggested list of categories from which membership may be drawn. Others may be added according to community needs and resources.

1. Representatives from local business and industry cooperating in the program.
2. Trade or commercial organizations with an interest in the program
3. The superintendent of schools
4. A board of education member
5. A faculty member from one of the schools
6. A student participating in the program
7. Parents of differing backgrounds
8. A recent graduate now in the labor force
9. Union organizations
10. A representative of minority groups
11. A career woman
12. Specialists in personnel and placement from a public school, a private school and employment agency.
13. A vocational supervisor
14. A school principal
15. Curriculum director
16. Director of guidance and pupil personnel services

The district job placement coordinator should serve as ex-officio secretary to the committee.

OPERATIONAL DECISIONS

Among the early decisions to be made are the scope of the placement services and the time line or plans to reach the ultimate program size. The following list includes questions and points to consider.

1. Who shall be served?
   Ages 14 to 21
   Those out of school as well as in school
2. What kinds of placement service will be offered?
   Part-time during school year
   - under reduced class schedule
   - regular academic load — before and after school
   - regular academic load — on weekends
   - during summers and vacations

   Entry job placement upon leaving school
   - graduation
   - termination for other reasons

   Non-paid work experience
   - internships
   - student volunteer
   - exploratory work experience

   Other — special assignment
3. What will be the operational hours and location?

   One person must be designated the school job placement director. If located in the guidance department, special facilities and spaces must be provided for group guidance and individual planning and interviewing for job placement.

   The placement operation must be convenient for youth and employers; therefore, the following principles are recommended.
   - The office should be easily accessible without going through the school.
   - It should function if possible five days a week, from 10 a.m. until 6 p.m. Monday through friday.
4. What equipment and supplies are needed?
   Including in a budget the minor office equipment and supply needs need not be complicated. Staff will depend on size and scope of program.
5. What central records are necessary?
   Central records are essential for the operation of a job placement program. The records must include information about both students and employers.

RELATIONSHIP OF VOCATIONAL PERSONNEL TO THE PLACEMENT PROGRAM

Vocational coordinators representing both the traditionally defined service areas (home economics, distributive education, business education, trade and industrial education) and cooperative vocational and academic education should serve as team members within each secondary school. The vocational education personnel must be **actively** involved on the coordinated job placement team. Their main function in the program is to share their resources and any student job opportunities they locate.

Profile: The role of vocational coordinators should be reviewed to delineate specific contributions that they can make.

Vocational educators distinguish between "teachers" and "teacher-coordinators." The teacher in a vocational program is simply a vocational classroom teacher and does not "coordinate" activities in the business community. The vocational teacher-coordinators, however, are responsible for the total cooperative program; and, in addition to assuming school responsibilities, must maintain a close relationship with the business community. As an educator, the coordinator **must** have industry or business experience to give him an advantage in acting as a liaison to the business community.

Contributions Vocational Coordinators Can Make to the Program: Vocational coordinators work on a day to day basis with businesses. In addition to establishing contacts, they have familiarized themselves with the complexities of the business and industrial communities. Because of these experiences, the coordinators know the labor market and what industry requires of young workers. Conversely, business people are currently serving on vocational advisory committees established by the coordinator. These people are aware of school-business relationships and cooperative program ventures and also provide labor market information. Vocational coordinators know business places must be carefully selected. Therefore, they can assist in establishing criteria for the selection and development of training stations.

Vocational coordinators can curtail problems because of their awareness of problem areas likely to occur. Together with the guidance department, coordinators have analyzed many student record files to recommend the placement best suited to students' and employers' needs. These individuals have experience with on-the-job evaluations and have a practical knowledge of state and federal labor laws effecting the employment of students. In addition, the vocational coordinator is a teacher and a job training specialist.

Summary: Vocational coordinators first allegiance must be to their own students who have committed themselves to long-term career objectives. They must continue to spend a substantial part of their time in establishing appropriate teaching stations for these students. While the coordinators will be actively involved in the placement team, the team must be certain the business community does not confuse the objectives of the cooperative vocational program and the job placement program.

The job placement program deals with many concepts relevant to vocational education and vocational coordinators have much to contribute to operation of the program. In addition, they have much to gain from the program. It can firm up students' career objectives, give them a chance to find out what they **don't** want to do for a living or provide the experience that leads to a definite commitment.

JOB PLACEMENT PROGRAM

Date ____________________

STUDENT PERSONNEL FORM

Name ______________________________ School ____________________________

Grade ____________ Age ____________ Birthdate ____________ Male ______ Female ______

Homeroom Teacher ____

Are you working now? Yes ________ No ________

What are your plans after you leave school? (Please be specific) ____________________

____

I. IF YOU ARE WORKING NOW, PLEASE COMPLETE THE FOLLOWING INFORMATION:

How did you get your job? ____

Who is your employer (company or individual)? ______________________________

____

What is your employer's address? ____

____

What is the title of your job? ____

What are your duties? ____

II. IF YOU ARE NOT WORKING NOW BUT HAVE WORKED BEFORE, PLEASE COMPLETE THE FOLLOWING INFORMATION:

How did you get your job? ____

Who was your employer (company or individual)? _____________________________

____

What was your employer's address? _______________________________________

____

What were your duties? ____

III. IF YOU ARE NOT WORKING NOW, DO YOU WANT TO WORK? Yes ____________ No ____________

What kind of job do you want? ____

What job skills do you have? (Examples: typing, drafting, auto mechanics)

____

IV. ARE YOU IN A WORK-STUDY PROGRAM? Yes ________ No ________

If so, which one? (D.E., V.O.T., etc.) _____________________________________

JOB PLACEMENT PROGRAM

Date

STUDENT PERSONNEL CARD

Name Male Female

Grade/Section Age Birthdate

Job Preference

Work History

Skills (list any special training)

School History

Attendance Activities

Work Study

Course of Study Appraisal 1 2 3 4

Health

Need

* * *

JOB RECORD
(back of card)

Interviews		Placement			
Company	Date	Company	Job	E-Date*	T-Date*

Note: This should be revised to include success and failures in interviews, placements and on the job performance. Transfer the employer follow-up report to this job record.

*Code: E-Date = Entry Date; T-Date = Termination Date

II. STUDENT DEVELOPMENT

Preparing students for an effective job placement service involves (1) determining needs of student, (2) assessing student strengths in terms of employability, (3) assisting students in developing job seeking and job holding skills, and (4) involving students in the establishment and operation of the program.

NEEDS OF STUDENTS

A survey to determine student employment interests and needs should be taken early in the school year. (See sample student survey form — Figure 1.) When all forms have been completed, the data should be transferred to student personnel cards (see Figure 2). These cards can be color coded and arranged by grade or by occupational clusters, by full-time, part-time, and job requests. The counselors may add other information such as financial need, attendance record, type of program at school, school activities, etc. The personnel card provides an easy reference for placing students on the job.

ASSESSMENT OF STUDENT STRENGTHS

All students indicating an interest and/or need for job placement should be assessed for employee potential. The first step is to determine the type of job for which the student has both the skills and the interest. This will make it easier for the students to sell themselves to the employer and be a success on the job. Special arrangements should be made for handicapped students if needed, paying particular attention to students below 16 years of age who wish employment. Special or remedial instruction in the basic subjects should be available for those students who need it.

DEVELOPING JOB SEEKING AND JOB HOLDING SKILLS (Employability Skills)

Students who require assistance in job-getting skills should be scheduled for group counseling sessions before they are referred to jobs. Some suggestions for helping students develop job-getting skills are listed below.

1. Inviting personnel representatives from employment agencies into the school to meet with groups of students. This may take place after school or in an academic class to involve the classroom teacher more actively in the program.
2. Incorporating units on dealing with employability skills within the academic classes.
3. Developing a library of free and inexpensive materials for student use.
4. Providing academic teachers with materials, resource persons and information about careers using their subject matter.
5. Through regular group sessions with students, introduce role-play, information dealing with job seeking and job-retaining behaviors.

Students should be taught how to seek employment on their own. Traditional methods used in seeking employment include newspaper ads, persons who are currently employed and relatives or friends. (Note that employers tend to rely heavily on employee referrals, walk-ins and business associates to fill their recruiting needs.) In addition, in most communities there are several organizations which can help students find employment, including the state employment service, the chamber of commerce, minority agencies (Urban League) and church groups. (See appendix for hints to students on interviews.)

INVOLVEMENT OF STUDENTS IN THE ESTABLISHMENT AND OPERATIONS OF THE PROGRAM

Much of the clerical work in the placement program can be done by student aides and vocational office training students. These students can set up the central record system, maintain bulletin board displays for the program, distribute and prepare newsletters for the placement service and maintain up-to-date records. A student with some training could take job orders which are called into the placement office; however, the office should be supervised by a full-time staff person, and all student records must be treated with proper security.

III. JOB DEVELOPMENT

The aims of the program for the job development coordinator concern both interests of the students and the interests of the business community.

DEVELOPMENT OF EMPLOYER LISTS

The first step in job development is compiling a comprehensive list of the employers in the community. The coordinator should begin by surveying other placement agencies such as the Labor Department, Vocational Rehabilitation, private agencies and community agencies. Other sources listed below also may be used.

Local chamber of commerce
Telephone directories
Publications of state industrial commissions
Civil Service agencies
Help wanted ads
Newspaper articles about new businesses
Advisory committee members
Job opportunity and job vacancy files
Information from friends and neighbors
Follow-up study results

SURVEY OF EMPLOYERS

After compiling a list of employers, the coordinator can conduct an employer survey. The survey consists of the following items.

1. A letter of introduction which describes the extent and nature of the job placement program (see example)
2. A company survey form (see sample)

3. A job order form for those companies which have job openings (see sample)
4. A self-addressed, stamped envelope.

Seeking a prospective employer is difficult even in a booming economy. Employers may be reluctant to employ students for various reasons. The job placement program should be thoroughly discussed with local employers, including their personnel departments and the departments which will employ the students.

It is important to establish early the credibility of the job placement program with employers. One way to do this is to provide the employer with student employees who can adequately perform the job. Employers do not have time to interview candidates who obviously do not meet their requirements for employment.

Generally, the most effective method of job development is the door-to-door technique of job hunting. Placement team members may set aside certain times for visits to businesses and should take along a supply of company survey forms to record job information.

COMMUNITY RELATIONS

It is essential that the community be informed about the job placement program. Dissemination of this information is one of the coordinator's responsibilities. Local and school newspaper articles, television spot announcements or special programs, radio announcements and programs, talks to civic groups or business organizations, personal contacts and work with school based groups such as the PTA, anda job placement service newsletter to parents, students and participating employers may be used.

DEVELOPMENT OF PART-TIME AND FULL-TIME JOBS WITH EMPHASIS ON DISADVANTAGED AND HANDICAPPED

Placement of any student must take into consideration both strengths and weaknesses. This is especially true of those with disadvantages and handicaps. Intensive follow-up and work adjustment counseling are essential for the effectiveness of this type of placement. Program innovations and exceptions may be necessary to prepare these students for employment. Consider the following suggestions.

Exploratory work settings: Students learn a great deal about skills for on-the-job success through observation and interaction with adults in a non-threatening, exploratory work experience. A day spent away from school in a work setting to observe, ask questions, and participate whenever possible can be a valuable experience. Arrange several exploratory experiences for special students and then meet with them in small groups to discuss their findings and to personalize their experience.

In-School Work Experience: Much of the **real** work in schools can be done by students. Survey the school system to find jobs that might be filled by students who need work experience but who are not ready to compete on the open job market. The school mail service, maintenance and repair, groundskeeping and landscaping, food service, audio-visual supplies, and clerical needs as well as instructional activities, offer possible job opportunities for students, either for pay or school credit. This enables disadvantaged and handicapped students an opportunity to "practice working" in a more flexible and understanding environment before seeking employment beyond the school. In-school work experience should be a stepping stone to employment within the community. Again, group sessions may help students verbalize their problems and seek alternatives.

Coordinate Vocational and Academic Experiences: Once students have met with success in seeking and maintaining a job, they should not be discouraged by the academic failure at school. A team of teachers in the basic skills might work together to relate in-school learning experiences to the student's role as a worker until he gains a stronger footing. Georgia's CVAE (Coordinated Vocational and Academic Education) program is designed along these lines and could offer suggestions for such an effort.

Group counseling: Role-playing such situations as interviews, on-the-job conflicts, and difficulties in being told "what to do" can often ease the crisis for the disadvantaged student. He can learn coping skills in advance and be alert to the consequences of certain patterns of behavior. Commercially-prepared materials are now on market, but the best situations for role-play come from student experiences and student-stimulated discussions.

Role models: Students sometimes relate positively to adults who have come from environments similar to their own, achieved a status of self-sufficiency, and symbolize identities other than being disadvantaged. If possible, arrange for students to interview these people about their work or get them involved in classroom or club activities and group sessions.

It is important, however, to remember that the job placement program is for **all:** handicapped, graduates, disadvantaged, dropout (high school and college), out-of-school youth and in-school youth.

COMMUNICATIONS

The importance of the telephone in the program cannot be overemphasized. It provides a two-way street in job development: (1) to receive current employer job needs and (2) to seek out jobs to meet current student needs.

IV. CENTRAL RECORDS

Central records are essential in the job placement program. These records must include information about students who want jobs and about companies who have jobs for students. They must be organized to facilitate the matching of students and jobs.

The organization and maintenance of records should be a part of the total job placement program to keep pace with the program's development. The type of records and the way in which they are organized and maintained depend upon the size of the school and community. There must be at least one clerical person to manage the office and maintain the central records.

STUDENT AND COMPANY SURVEYS

Essential to any job placement program is a **survey of students** to determine their interests and a **survey of companies** in the community to discover the number and kind of jobs available for students.

COMPANY SURVEYS AND JOB ORDER FORMS

The completed company survey forms may be divided into those who will participate immediately in the program, those who are prospective participants and those who are unable to participate. When the job order forms are turned in, they may be arranged by job categories and by temporary, part-time, full-time or seasonal jobs. Then the available jobs are matched with students' interests and needs as indicated on the student personnel cards. The counselor discusses the job possibilities with the students who then make their appointments with the prospective employer. Company survey forms should be completed after a personal interview, if possible, and mailed to the employer only as a last resort.

STUDENT PERSONNEL CARDS

After deciding which group of students (all, school leavers, grades 10-12, etc.) will be served by the placement program, conduct a survey of students in that group to determine their future plans and employment needs and to provide data for reporting placements. June graduates should be surveyed the spring quarter and school leavers upon withdrawing from school. A sample student survey form is shown in Figure 1. Such a comprehensive survey permits the placement team to identify not only those interested in employment, but also the number of students continuing their education beyond high school, those unavailable for placement for other reasons, and those who have made no plans at all. This information will allow the counselor, in private consultation, to help students clarify goals and to explore alternatives available after high school. When the student survey is completed, the information should be transferred to student personnel cards. These cards may be color-coded for age and arranged according to job interests. Data should be collected on the rest of the students to use later in reporting the success of the school's placement record.

LETTER OF INTRODUCTION

Each student should be given a letter of introduction to the prospective employer. The letter should provide a space for immediate feedback to the counselor regarding the outcome of the interview. (This information could be recorded on the student personnel card.)

FOLLOW-UP

The central records should include data from employers and students about the success of the job placement. An **employer follow-up report** and a **student follow-up report** can be used to obtain this information.

At the end of the year, this data will be compiled for a report on the total placement activities indicating the following.

Number of school leavers ....
(graduates and non-graduates)
Number pursuing higher education ....
Number available for employment ....
Number of students employed ....
Number not placed ....
Number unavailable for placement ....
TOTAL 100%

It makes little difference who, if anyone, helped the student find a job. All students should be prepared to implement their next step upon leaving high school, and the school's accountability lies in their success in so doing. Job placement provides a service to facilitate that transition, but placement records should reflect the activities of all students regardless of their source of employment.

This central record system could be adapted to data processing in school systems with access to them.

A means of reporting to selected groups (i.e., school board, parents, community, etc.) could be developed from central records data together with follow-up and feedback information.

Date

JOB ORDER SHEET

Company
Address
Personnel Director
Phone Number
Description of Job (clerical, skilled, unskilled)

Minimum Age Limits
Skill(s) Needed, if any
Number Needed
Approximate Hours
Approximate Wages
Days of the Week
Date Needed

COMPANY SURVEY FORM

Date ____________________

Name of Company ____

Address ____

________________________________ Phone Number ____________________

Personnel Director ____

Kind of work your company does ____

____

__________ I can use students as employees

__________ Sorry, unable to use students in my company

If your company can use students as employees:

What kinds of employees do you need?

____

____

____

Approximate hours ____

____

Approximate wages ____

____

Date needed ____

____

Is public transportation available? ____

MAY I COME AND TALK WITH YOU ABOUT THE JOB PLACEMENT PROGRAM? __________ Yes __________ No

____

Date

Dear ______________________:

The (school system) has a new service this year. A student job placement program is being developed for these schools to assist students and to provide a service to employers in the community.

For many years we have recognized the need for job placement services to exiting students and to those desiring part-time or temporary employment. The job placement program will assist the students in making the transition from school to work.

As the coordinator of the job placement program, I would welcome your help and cooperation in establishing the employment needs of our business community.

I would appreciate meeting with you soon to discuss this program with you. I will be calling you on a future day about this.

Sincerely yours,

FOLLOW-UP/FOLLOW-THROUGH

FOLLOW-THROUGH

Follow-through activities related to work adjustment and career development of students should be designed to meet their special needs. For the most part activities will be extensions and continuations of activities before school departure. The most important point is that students enter the job placement program as unique individuals at various stages of readiness; therefore, they need different levels of support from follow-through activities.

1. Follow-through activities should come from the personal characteristics and competencies of the individual worker. This knowledge can be initiated by the job placement team while the student is still in school and continued feedback of follow-up information.
2. Special activities should be developed to help workers continue their formal education and training if they desire. School dropouts should be assured that return is possible.
3. Group and individual counseling sessions can provide needed support and reassurance for overcoming rough spots experienced by entry level workers.
4. Follow-through activities might take the form of intervening with the employer on behalf of the new worker. This intervention should help the worker more effectively meet the requirements of the job.
5. Follow-through activities can include further career planning. The team can help each individual develop short-term and long-range objectives.
6. If possible, the same members of the job placement team who were involved with the individual before school departure should coordinate the follow-through activities.
7. Group meetings of school peers dealing with special on-the-job problems or situations offer a good mechanism for follow-through assistance.

LINKAGE

Linkage efforts should be closely related job placement needs in implementing follow-through activities. The contributions of various community agencies can be linked with those of the job placement team to meet more effectively the needs of students and workers.

1. Such agencies as the U.S. Employment Service and Vocational Rehabilitation can assume various roles throughout the job placement program. In some cases they should be considered as potential members of the placement team.
2. The assistance of business and industry and labor union personnel can be involved in the job placement program.

FOLLOW-UP

The follow-up is an integral part of the program. It includes the follow-up study, the feedback of information, the follow-through activities and the linkage system.

THE FOLLOW-UP STUDY

A comprehensive follow-up study of school leavers will determine the effectiveness of the job placement program in meeting needs of students, former students, employers and the community. Several points relate to the design and execution of the study.

1. The procedures of a follow-up study can take several forms. The most common include the use of questionnaires, telephone surveys, and personal interviews. An important point to remember in any procedure is to avoid bias by trying to contact **all** school leavers, including dropouts as well as graduates. Information should be obtained from all possible sources. An annual report of the results of a job placement program should be made to the superintendent, the board and any other appropriate groups.
2. The study should provide meaningful information related to job placement and work adjustment of each individual school leaver. The study should include items or questions related to the personal objectives of each person as well as such general points of information such as salary. Some items in the study might relate only to one individual, and, in this way, the follow-up is genuinely personalized. Every few years an assessment of the job placement program should be made in relation to educational philosophy, program and procedures. It is recommended that an outside group conduct the assessment.
3. The follow-up study should be considered in detail during the planning phase of the job placement program. Pre-planning for staff allocation, funding and time utilization are all important. Students can assist the placement team in the planning and implementation of the study and can also contribute to the later commitment of the follow-up.
4. The follow-up study should begin far in advance of the actual school departure. Students should be encouraged to become involved in the follow-up by being asked to design part of the study.
5. By initiating the follow-up study at an early date, current students can become involved with former students in ways which might be mutually useful. A club of "out-of-school" placement personnel can be developed as a buddy system.
6. The follow-up study should be directed toward obtaining varied information from several sources. Employers should be asked to respond both to the individual's job performance on several dimensions and to the job placement process. Employers also should be asked for changes in emphasis they would like to see.
7. Community agencies, such as an employment service, should be surveyed to determine their usefulness by school leavers.

8. The follow-up study should identify how school leavers secured their first jobs.
9. If a follow-up study is being designed and used in a school for the first time, make the whole process as simple as possible and increase complexity with the years of operation.
10. The follow-study should be continuous and life-long, with emphasis on the year immediately after school departure.
11. Parts of the follow-up study can be carried out as an "interlocking" exercise with upperclassmen. Communication, vocational education and economics classes have obvious relationships to this type of task.
12. Identify students who need follow-through support and assistance in the follow-up study.

FEEDBACK

The primary purpose of obtaining information is to use it. Systematic procedures for dissemination and interpretation of the data must be developed and followed for an effective job placement program.

1. Results of the follow-up study should be interpreted to all interested personnel.
2. Information obtained should be used in altering and improving the program.
3. Follow-up results should be analyzed by teachers, counselors and administrators to suggest school policy changes or curriculum revision.
4. The feedback of follow-up information to school personnel provides a liaison function for the community. Feedback in this manner is a structured delivery system for external input from employers and community workers.
5. School personnel should be provided with **direct** feedback in the form of interviews with a group of former students.
6. It is important that school personnel make a thorough review of the feedback information, and make changes where deemed necessary.

APPENDIX A

CHILD LABOR LAWS (Procedure for Issuing Employment Certificates for Minors, Georgia Department of Labor)

In order to be employed, the Georgia Child-Labor Law requires all minors under 18 years of age to secure an employment certificate. The law covers all gainful employment except work in agriculture, domestic service in private homes, or work for a parent or person standing in place of a parent.

With the exceptions referred to above, the law provides for a minimum age of:

16 in any gainful employment during school hours unless the minor has completed senior high school.

16 for employment in or about any mill, factory, laundry, manufacturing establishment or workshop, and in certain hazardous occupations, at any time.

14 outside of school hours and during vacations in employment which is non-hazardous, and exclusive of employment in or about a mill, factory, laundry, manufacturing establishment or workshop.

12 outside of school hours and during vacations for employment of boys only in wholesale and retail stores.

The law further provides that no minor under 16 may be employed for more than four hours on any day in which the school attended by said minor is in session, or more than eight hours days other than school days, or more than 40 hours in any one week, or before six a.m. or after nine p.m. (For sale and delivery of newspapers in residential areas, not after nine p.m. or before five a.m.)

QUESTIONS AND ANSWERS PERTAINING TO THE CHILD LABOR LAW

1. Q. To what employers does the Georgia Child Labor Law apply?
   A. Anyone who employs a minor under 15 years of age.
2. Q. What age is prohibited under the Child Labor Law?
   A. Boys under 12 years of age cannot be gainfully employed in any type of work.
   B. Girls under 14 years of age cannot be gainfully employed in any type of work.
3. Q. For which jobs must a minor be at least 16?
   A. Manufacturing plants.
   Construction work.
   Excavation work.
   In or about any machinery or any type of work that the commissioner of labor may declare hazardous.
4. Q. Are there any exemptions for the Georgia Child Labor Law?
   A. Yes.
   (1) Employment by a parent or person standing in place of a parent.
   (2) Domestic service in private homes.
   (3) Employment of children in agriculture.
5. Q. What are the purposes of employment certificates?
   A. Employment certificates have a twofold purpose:
   (1) Protecting minors from harmful employment as defined by law.
   (2) Protecting the employer from unintentional violation of the minimum-age provisions.
6. Q. Where are these certificates obtained?
   A. Through the office of the county or city school superintendent.
7. Q. Who administers the Child Labor Law?
   A. The Commissioner of labor.
8. Q. What are the prerequisites for securing employment certificates?
   A. Employer's application for certificate, which is referred to as Form 1. (These forms may

be secured through the office of the school superintendent.)
(2) Physician's health certificate, which is referred to as Form 2. (These forms may be secured through the office of the school superintendent.)
(3) Certified copy of birth certificate.

9. Q. Is it permissible for a minor to secure an employment certificate and then get a job?
   A. No, he must have the promise of a job before he applies for a certificate. Form 1 must be completed and signed by his employer.
10. Q. I have an employment certificate issued where I was last employed; is it necessary to secure a new one for my next job?
   A. Yes, the old certificate should have been returned to the school superintendent.
11. Q. Why does the law state that a child under 16 years of age can work only four hours a day after school?
   A. The State of Georgia has a Compulsory School Law, which requires children to go to school until they have reached their 16th birthday or have graduated from high school, and the Child Labor Law is a companionable act to the Compulsory School Law.
12. Q. I have a child who wishes to go to work; may I secure the certificate for him?
   A. No, it is compulsory that the child secure the employment certificate himself, because the certificate requires his signature.
13. Q. I have a daughter who is 16 years of age and is married; is she required to have a work permit?
   A. Yes. Being married does not exempt her from the child labor provisions.
14. Q. What is the minimum age that newsboys may deliver newspapers?
   A. Twelve is the minimum age.

Additional information about Georgia laws pertaining to Child Labor can be obtained by writing to:

Department of Labor
287 State Labor Building
Atlanta, Georgia 30334

APPENDIX B

HINTS TO THE STUDENT REGARDING THE INTERVIEW

Once the student gets the name of an employer, he is ready to become involved in the employment process. There are several approaches to securing an interview: via letter, telephone or, preferably, in person.

The employment application form is an important document in the process and should be completed carefully and in total. Students should be aware that they are presenting themselves when they complete an application form.

The initial screening interview is used to clarify information on the application and to gather additional data. The candidate is told what will happen to the application and may be scheduled for an in-depth interview. Considerable counseling about interviewing should be given to the students. This is the area where many candidates fail in the employment process. The following are items counselors might discuss with students approaching an interview.

1. Interviewers are probably more comfortable and knowledgeable in the situation than you are—don't try to out maneuver them or match wits . . . you'll lose.
2. Some interviewers will impress you favorably. You'll possibly like some immediately; however, even if you think the interviewer is the smartest person in the world, don't say so. You may appear to be trying to "brown-nose."
3. Don't try to "impress" the interviewer. Work hard at making a good impression, but don't try to do a "snow job."
4. If you've been turned down in your last five interviews, keep your spirits up. This could be the one.
5. Don't be afraid to ask questions yourself—it shows interest and a degree of maturity. But watch out for the pitfalls of asking only questions about the company's sick leave policy, accident and sickness insurance program, etc. The interviewer may wonder why a person like you is so interested in getting such information; e.g., Do you plan to miss work? Do you have an operation nearing?
6. Above all, be responsive and avoid answering question with a couple of words.

Although the success of gaining employment depends finally on the state of the local economy, these approaches can better the students chance of securing a job.

APPENDIX C

ADDITIONAL SOURCES

For Further Reading on Job Placement:

Buckingham, Lillian and Arthur M. Lee, *Placement and Follow-Up in Career Education*, Career Education Monograph No. 7, Center for Occupational Education, North Carolina State University at Raleigh, 1973.

Goals for Education in Georgia, Division of Planning Research, and Evaluation, Jack P. Nix, State Superintendent of Schools, Georgia Department of Education Atlanta, Georgia 30334, 1970.

Manpower Report of the President, United States Department of Labor, Manpower Administration, March, 1973.

The Transition from School to Work. A Report Based on The Princeton Manpower Symposium May 9-10, 1968, organized by the U.S. Department of Labor, U.S. Department of Health, Education and Welfare, National Manpower Policy Task Force and The Woodrow Wilson School and

The Industrial Relations Section, Princeton University, Research Report Series No. 111, 1968.

Venn, Grant, *Man, Education, and Manpower*, American Association of School Administrators, Washington, D.C., 1970.

For Additional Forms and Materials:

Anderson, Grady L. and Richard J. Riordan; *Georgia Guidebook Job Placement Services*, Division of Vocational Education, Georgia Department of Education, 1971.

Job Information Library. Bettie K. Green, Information Specialist, Georgia Department of Labor Atlanta Area Office, 1 Peachtree Street, N.E., Atlanta, Georgia 30303.

Occupation Guides in Comic Book Form, Bettie K. Green, Information Specialist, Georgia Department of Labor, Atlanta Area Office, 1 Peachtree Street, N.E., Atlanta, Georgia 30303.

For Suggestions on Needs Assessment, Follow-up Surveys:

Handbook for Counselors in Georgia Schools, Georgia Department of Education, Atlanta, Georgia, 1972. (This handbook should be in the counseling office. If you do not have a copy, please write Dr. Paul Vail, Coordinator of Guidance, Counseling and Testing Services, Georgia Department of Education Annex, 156 Trinity Avenue, S.W. Atlanta, Georgia 30303.)

Operation Guidance
Contact Emery Gary, Operation Guidance Field Associate, Washington High School, Atlanta, Georgia.

Dr. Warren Suzuki, Research and Development Specialist, Center for Vocational and Technical Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

For Further Information Regarding Placement of Disadvantaged and Other Special Groups.

Bailey, Larry J. and Ronald Stadt. Chapter five: "Career Development Needs of Special Groups: "Women and the Culturally Disadvantaged," in *Career Education; New Approaches to Human Development*, McKnight Publishing Company, Bloomington, Illinois, 1973.

STEP 4.3

IMPLEMENTATION OF CAREER EDUCATION

BEST COPY AVAILABLE

Below is an example prepared by the Ogden School District (Utah) to assist individual classroom teachers in revising present courses to include the career education emphasis. Copies of this "packet" were provided to all classroom teachers in connection with in-service training and other orientation efforts by the district.

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INSTRUCTIONAL PACKET CAREER EDUCATION

PROPOSED CAREER EDUCATION PROGRAM

Bringing Relevancy into the Curriculum

The career education program plans to make the curriculum relevant and unified. Students, whether bound for college, technical school, or work should be taking courses for the same purpose: to help them get where they want to go, and to **become what they want to become.** This is not a concept which should be introduced in high school. It should have its roots in the primary grades—give reason for learning about the world around us, for acquiring knowledge as a background for choice, and for developing basic and, later on, specific skills.

To achieve a meaningful curriculum, one of the things the schools must do is to give the general education program a massive infusion of illustrations from the world of work (and life in general). The vast majority of students in our schools need to have subject matter related to what concerns them in real life.

Career education reflects a far broader understanding of the purpose of education in today's highly sophisticated, technical, change-oriented society. It assists a person to function efficiently, to make him aware of why he is doing what he is doing and to bring relevance to our classrooms for many who, with reason, now find them irrelevant.

Unifying the Curriculum

Not only must the curriculum be relevant but it must maintain unity throughout. One method of unifying a curriculum is to have a core common to all areas.

In society all people aspire to, or are familiar with, a career. This is one of the common themes individuals share, whether it be surgeon, steel worker, artist, or mother. This then, could well be the keystone in a unifying structure for total educational effort.

It is envisioned that this concept of career education could be the central core of the educational program. As each strand of the curriculum weaves around the core, the total effort becomes stronger, more interwoven and more meaningful to the student. It helps education become more real for the student.

Career Education is not an attempt to funnel children into career tracks from a very early age. The elementary school student is encouraged to express occupational choices, not out of any illustration that such choices will we effectively implement in adulthood, but rather because of the value of the process in helping the student think about himself as a person. Students will have the same choices concerning life styles and the time to make these choices as they presently do: hopefully, though, they will have more information about possibilities and a greater decision-making ability.

GOAL STATEMENT

Read completely through this material before you try using the method.

PERFORMANCE OBJECTIVE 1

The inservice participant will be able to list the six steps necessary to develop or revise a course to make it a career-based learning experience.

Revising your present course, in terms of the way that you now teach it, to make it a career-based course can be done by following these six simple steps. The results will be as effective as if you started from scratch developing a new curriculum, and much easier.

STEPS IN REVISING YOUR PRESENT COURSE

Step 1. Take the basic material from which you now teach your course. This may be a book, course outline, syllabus, personal notes, state guide or simply your calendar of events or procedures in the course. Divide the course as now presented into its logical units. These may be chapters, units, pages or time units as weeks, months or terms. Your book or guide or course outline of some type can be easily divided in terms of the size of testing unit you generally use. Write this division down on a piece of paper.

Step 2. Select the occupations from a list for your subject matter area that have some relevance to the units you have divided previously. Use only those careers which really have meaning to the unit on which you are working. You don't need to use all of the occupations in any one unit or chapter, but you should have at least two or three which will really make your subject matter more relevant and meaningful to the student. If the information about the occupations you have selected does not help you in making a more interesting, meaningful and relevant presentation of the subect matter, you may either have the wrong occupation or you maybe shouldn't use the selected occupation in this unit. The career information and learning activities must be helpful in the learning process.

Now proceed to the next unit and find occupations which will be relevant to the subject matter being considered.

Step 3. Select goals which will be most appropriate to the course content and the occupations you have selected. There are eight areas you may consider or you may select two or three that will relate most to the subject matter. You may also refer to the following list of types of information students need to know about any occupation for additional information helpful to the goal setting process.

Now proceed to set the goals for each unit in the course.

Kinds of Information Students need to know about a Job.

- Employment opportunities
- Supply and demand for workers
- Future prospects
- Nature of the work
- Work environment
- Qualifications for employment
- Physical demands
- Aptitudes
- Interests
- Tools and equipment
- Legal requirements
- Unions
- Stability of employment
- Discrimination
- Preparation
- Approved schools
- Apprenticeship
- Methods of entrance
- Capital
- Advancement
- Related occupations
- Earnings
- Number and distribution of workers
- Hours
- Vacations
- Hazards
- Advantages and disadvantages

Examples of Teaching Strategies which may be used to Achieve the Terminal Objectives

These techniques may be used as one way of involving students in experiences which may lead them to the achievement of the objectives for this program. They are listed only by title and brief description. Two or three students would be assigned to most of these projects. Other suggestions involve learning experiences in which two or three students would serve as the action component and the other members of the group would observe. In each case the students assigned to observation would be given a specific task and specific elements to observe.

1. Bulletin board projects throughout the year. On the bulletin board various jobs and skills relating to specific jobs could be displayed either in verbal form or pictorial form. The bulletin board would change as various units of the academic content changed in order to relate the jobs and job skills to the academic content being discussed.

2. Clippings of various want ads and employment ads may be placed on a tackboard which would be representative of the types of information needed to achieve the objectives in various career clusters related to this academic subject.

3. A job newspaper could be published in the classroom on a ditto form in which each of the students would serve as a reporter to report the findings of one particular job. This may start with the job held by his parents or some significant friend. Students may be assigned to get taped interviews of individuals on their job describing skills they have, their attitudes, their values and other significant facts related to their job.

4. Student observation form: Students are provided with an observation form listing the kinds of things they should be aware of in observing a person performing his job. This form can be made available.

5. Role play interviews: Students are assigned to study the particular characteristics for a specific job cluster and then are interviewed by other students according to a formal interview form in front of the class. Thus the job information is presented in an unusual way.

6. Case conference:

   A. Case conferences may be held with parents who can reveal the various types of attitudes, values and job skills necessary for various career clusters.

   B. Students may be asked to list three various values and characteristics and compare them with their own.

7. Guess who and guess what? The teacher will present a case history of an individual and students are then required to guess who the individual was or guess what career he was in. Further, they may be required to stipulate the values, attitudes and job skills specified in the case history.

8. Will the real .... stand up: Three students are assigned to study the attitudes, values and job skill characteristics of a specific career cluster. They then play the game of "Will the real John Doe stand up" as another panel of students asks them questions concerning their particular occupational status. This must be a timed experience so as not to lose the entire class who are observing. The observation group are assigned to make notes on the specific job values, characteristics and skills mentioned by the panel.

9. Inquiry method: The teacher may hold a picture up or give a brief description of a particular job. Students are then permitted to ask any type question which may be answered yes or no by the teacher concerning this job area. The questions should revolve around the various types of objectives and be accomplished at the grade level that is being used. Most usually these questions must be answerable as yes or no only. In this way the students are lead to discover for themselves the critical characteristics of a particular job.

10. Recording of radio broadcasts: Occassionally the radio will broadcast employment opportunities of the local community, stipulating the job charac-

teristics and opportunities available in that occupation. These broadcasts may be recorded and brought to class by a group of students as their projects, or they may role play the situation and devise their own broadcast.

11. Panel discussion of various job opportunities in a specific career cluster: Students are required to serve on a panel after having the job characteristics of a specific career cluster. The objective of the panel is to show the interrelationship of these various jobs and how one is dependent on another in order to have a harmonious production and effective living.

12. The picture story: The picture story is a description of jobs and its characteristics in picture form. These may be done in photographs or cutouts from various newspaper or old magazines (don't use the library).

13. Photographic term paper: In this case the student uses photographs to portray the job characteristics related to his assignment.

14. Career books: Students are assigned to read autobiographies of individuals with outstanding careers. They then give a career book review to the other students in the class.

15. Exhibits: Students may work as a group to develop an exhibit of various types of career information concerning a career cluster. They may seek the help of various employees in the community in developing exhibits with real material from the job.

16. Science fair vocational information center: During the science fair a special vocational information center may be developed to portray information related to all the various types of science from the job.

17. Job clinics: Various employees in the community may get together under the auspices of a particular fraternal group to provide a job clinic wherein students would be given the opportunities to learn how to seek jobs, to differentiate the key factors related to the section of a job and other types of information.

18. Library tour: The students may be taken on a tour of career resource centers or library wherever the occupational information is contained.

19. Former student speaks: The teachers may invite students who have been successful on their jobs to return to the school on homecoming day, or any other day, and present characteristics about their job. Real life experiences from former students develop real interest in the study of the content of the course as well as their related job characteristics.

20. Telephone directory study: Students may be assigned to look at the telephone directory to ascertain the various types of jobs related to the career clusters being examined in the course.

21. Career clubs: Career clubs may be established within the classroom to foster and develop activities related to their particular career cluster, especially those related to the subject matter being taught. Numerous kinds of assignments may be given to these career clubs. They provide a leadership center for the generation of all kinds of activities.

22. Debates: Students can get involved in debates concerning various types of values, attitudes and job skills related to various career clusters. Numerous of these debates can be held and judged by students, teachers and parents.

23. Students may engage in buzz sessions related to various types of occupational characteristics and information.

24. Students may be assigned specific reports related to the gathering of specific information and summarizing it and reporting it to the class in the form of a regular student report which is given orally.

25. Self-observation: Students may be requested to observe their own behavior for given period of time, generally a day or two and determine their specific attitudes, values and job skills. Then they relate to these to the various kinds of career clusters being studied in the class.

26. Student job interest inventory: Students are asked to list the jobs they would like to consider in their future life. Then a model community with these various jobs is developed showing the kinds of lopsided community that would involve. This would be used to assist students to see the values of all jobs.

Step 4. Now that you know what academic content you are going to teach in each unit, the occupations you will consider and the goals you expect the students to achieve, you are ready to design possible learning activities which will get each student involved in the learning process and which will attempt to meet the individual needs of each person. To assist you with this task, refer to the following suggested procedures, "Designing a Learning Activity."

DESIGNING A LEARNING ACTIVITY

1. IDENTIFY THE GOALS

   What should the student know or be able to do after the experience?

   How should the student feel after the experience?

2. CONSIDER LEARNER CHARACTERISTICS AND SKILLS

   What are the students study, learning or research skills?

   How do the students generally go about the task of learning?

   What must they know in order to accomplish the learning task?

3. SELECT LEARNING OBJECTIVES AND DESIGN SEQUENCE

   Write a series of instructions or procedures that the student must follow in order to accomplish the learning task.

   Be sure the steps are in sequence and tell the student where to go, who to see, what to read, where to find it, and what to look for.

4. WRITE INSTRUCTIONAL PROCEDURE OR STRATEGIES

As part of the above, use various types of learning strategies, books tapes, film strips, interviews, discussions, creative thought. Include in the instructions how the student will report his findings and how other students may be able to use the findings.

5. SPECIFY RESOURCES FOR EACH INSTRUCTIONAL PROCEDURE

   Students may be assigned to find resources or just use those available to him.

6. DESIGN METHOD OF EVALUATION AND UTILIZATION FOR ALL STUDENTS

   Part of #4 above. Students can be evaluated by other students, themselves, or by the instructor. The evaluation process can and should also be a learning experience. Base the evaluation on the extent to which the student accomplishes the goals. Reward effort as well as performance.

You may also refer to the following list of examples of teaching strategies which have been used as techniques to develop student interest as well as get students meaningfully involved in the learning process. After reading the list of activities you will think of many others that will have special meaning to your course content, selected occupations and particular students. Learning will be more fun, more meaningful, more unified and enjoyable for teacher as well as the student.

Now proceed to design learning activities for the rest of the units.

Step 5. Design methods which will allow each student to share his learning activity or the results of his study with each of the other students. This may be part of the evaluation for the unit and may involve some peer grading to assist the teacher in this difficult task of evaluation of students.

Now proceed to design methods of sharing for each of the units.

Step 6. Design an evaluation process which will be as objective as possible and provide for measurement of the goals that you set out to achieve in step 1. Try to measure the performance of each student against the goal rather than against the performance of other students. If you are successful, you have developed a performance based instructional system. Make the evaluation as easy to score and record as possible. Your time as an instructional strategist is more valuable than as a clerk.

Now proceed to design evaluation activities for each of the units and your course has become a career-based instruction program.

Keep track of your goals, learning activities and sharing or evaluating methods to avoid too much duplication and redundance.

Study Exercise 1

List the six steps you may use in revising or developing a career-based curriculum.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

Answers:

1. Divide subject context into logical units
2. Select relevant occupations
3. Set career education goals
4. Design learning activities
5. Design methods for sharing
6. Design evaluation

Career Advisory Activities

Recommended to be taught in homeroom, advisory classes or assigned to one department that enrolls all students.

This program provides for special time units where students can engage in structured, often self-spaced, programmed experiences which will assist the student to synthesize and give personal meaning to the information and experiences received in each of his regular subjects.

Seventh Grade — Program Activities

1. Acquire a realistic picture of personal talents.
2. Recognize the impact of various careers on one's life style.
3. Learn to assess the long and short term consequences of various plans and alternatives to problem solving.
4. Learn how to develop and set goals.
5. Learn how to identify and judge values as they relate to present and future anticipated life roles.
6. Relate social and personal interaction skills to employability.

Eighth Grade — Program Activities

1. Learn to evaluate one's self-perceptions of abilities and interests as compared to those desirable for specific careers.
2. Understand the impact of work experience on one's life and career choices.
3. Apply the decision-making process to the study of careers.
4. Develop a plan for the continual growth of personal and social interaction skills.
5. Identify present life roles and determine their relationship to career selection.

Ninth Grade — Program Activities

1. Select for in-depth study, career clusters based upon the students interests, values, abilities and desired life roles and styles.

2. Determine where the student is and where he needs to be, in terms of career choice, and lessen any existing discrepancies.
3. Identify the special skills necessary for desired life roles.
4. Formulate a plan of study and apply the decision-making process to plan for future schooling and/or career education.
5. Identify the special skills necessary for desired life roles.

Tenth Grade — Program Activities

1. Assist the student in revising his perception of his interests, abilities, values and goals.
2. Use the decision-making process to select for in-depth study a career cluster which is in harmony with his own interests, values, abilities and life style.
3. Recognize the relationship between personal values and the influence of significant others in terms of career choices.
4. Develop a tentative personal procedure and time reference system for gaining necessary and desired skills.
5. Assist the student to evaluate his try-out job experiences.

Eleventh Grade — Program Activities

1. Use the decision-making process to select various tentative jobs within his chosen career cluster.
2. Develop the framework for a decision concerning a tentative next step.
3. Reassess and implement his plan to achieve the skills and abilities necessary to start his next step.
4. Get additional first-hand or secondary experience with the career and jobs.

Twelfth Grade — Program Activities

1. Identify the requirements necessary to obtain the various tentative jobs previously selected.
2. Develop self-awareness and self-confidence in the anticipated career choice.
3. Develop awareness that career decisions are increasingly irreversible or reversible only at some cost of time and effort and money.
4. Identify at least three viable alternatives for career placement or next step placement.
5. Develop a plan for obtaining the necessary skills, aptitudes, interests or attitudes necessary to achieve the desired life role and style.

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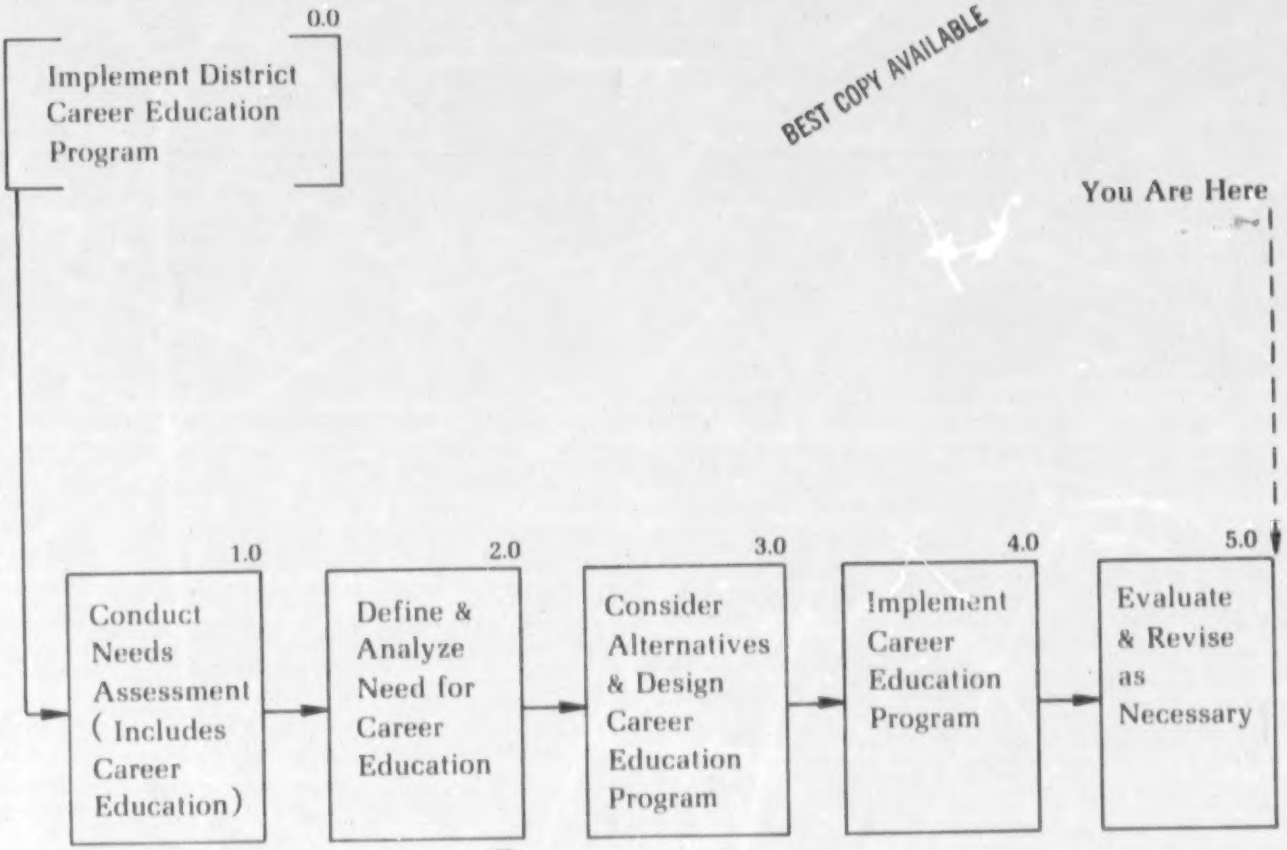
0.0
Implement District Career Education Program
You Are Here
1.0
Conduct Needs Assessment (Includes Career Education)
2.0
Define & Analyze Need for Career Education
3.0
Consider Alternatives & Design Career Education Program
4.0
Implement Career Education Program
5.0
Evaluate & Revise as Necessary

STEP 5.0
EVALUATE AND REVISE AS NECESSARY

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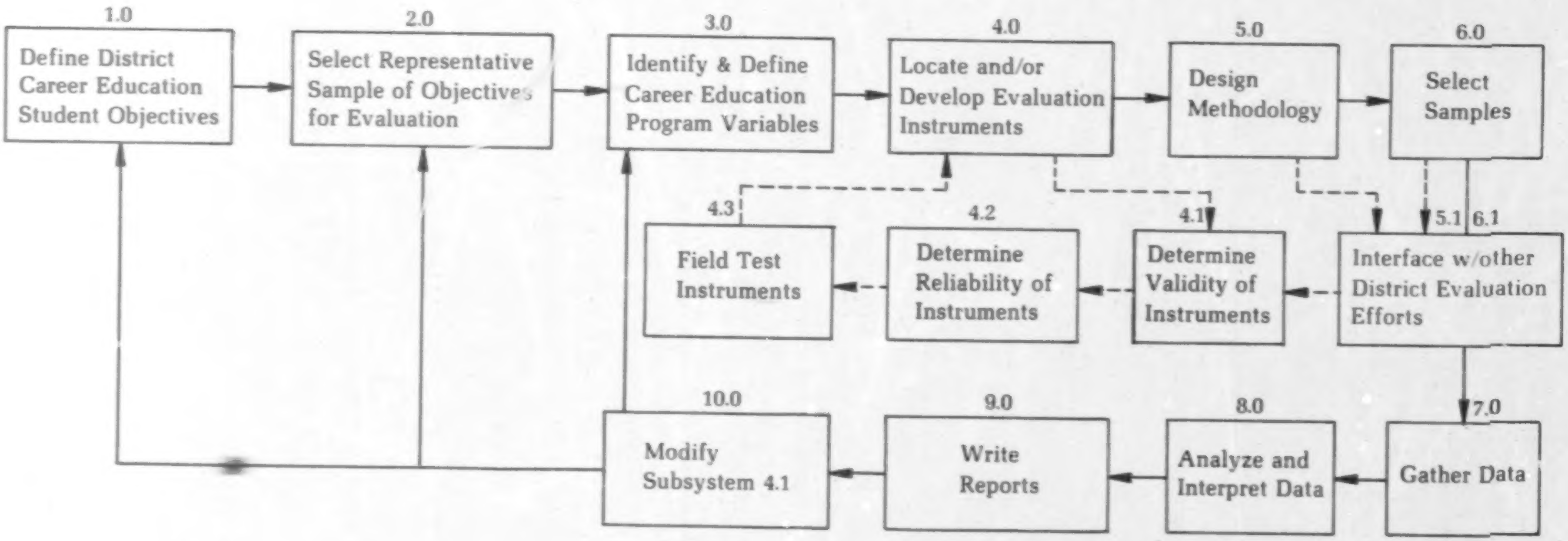
This step includes a sample "design" for a district's evaluation of its career education program. Some additional materials on career guidance and evaluation are also included as illustrations of this step of planning process.

As noted in the *Guide*, no program is apt to succeed over time without modification and change. A district's career education program will surely need rigorous evaluation and revision. This step is not to be seen as a terminal one but as an ongoing process of self-assessment, correction and direction. Throughout the *Guide* and this *Source Book*, evaluation components have been referred to and encouraged. Such evaluation makes career education accountable to the community it serves.

PART I. District Career Education Evaluation Design

Objective- Yearly sample of district career education objectives


1.0
Define District Career Education Student Objectives
2.0
Select Representative Sample of Objectives for Evaluation
3.0
Identify & Define Career Education Program Variables
4.0
Locate and/or Develop Evaluation Instruments
5.0
Design Methodology
6.0
Select Samples
4.3
Field Test Instruments
4.2
Determine Reliability of Instruments
4.1
Determine Validity of Instruments
5.1
6.1
Interface w/other District Evaluation Efforts
10.0
Modify Subsystem 4.1
9.0
Write Reports
8.0
Analyze and Interpret Data
7.0
Gather Data

Products

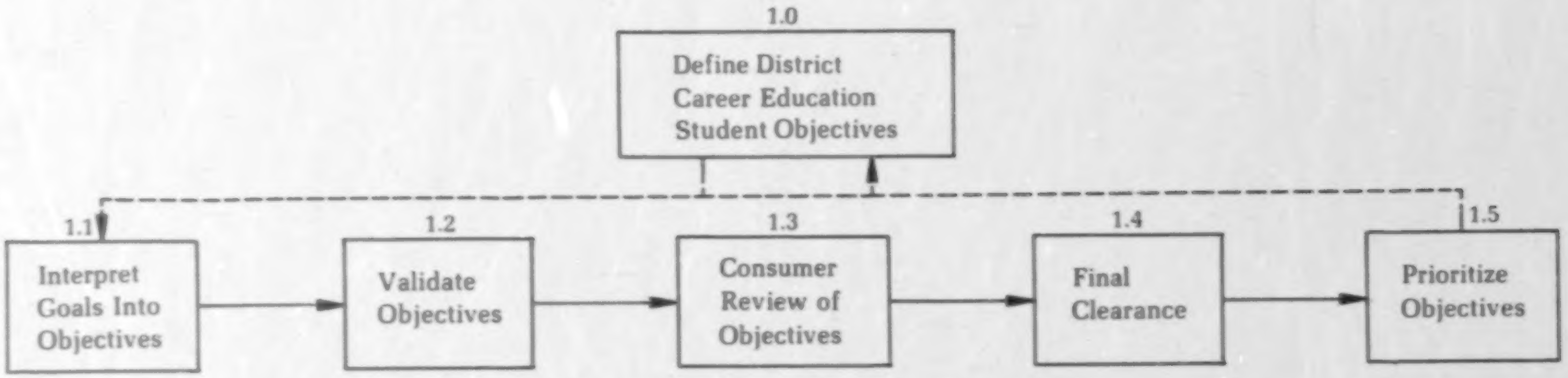
Frame Number	Product
1.0	List of Objectives
2.0	List of sample objectives
3.0	List of program variables
4.0	Sample instruments w/documentation
5.0	Written description of methodology

Frame Number	Product
6.0	Written description of samples
7.0	Raw data
8.0	Computer printout
9.0	Written reports
10.0	Documentation of modifications

District Career Education Evaluation Design

Defining Student Objectives

(see box 1.0 of Part I)


1.0
Define District Career Education Student Objectives
1.1
Interpret Goals Into Objectives
1.2
Validate Objectives
1.3
Consumer Review of Objectives
1.4
Final Clearance
1.5
Prioritize Objectives

1.1

Tasks
1. Assign a subcommittee of 5-7 members.
2. Invite other participants as needed. (Subcommittee leader should be a measurement specialist)

Product
List of rough objectives

1.2

Tasks
1. Have rough objectives resulting from 1.1 reviewed by selected experts and administrators.

Product
List of refined objectives

1.3

Tasks
1. Have refined list of objectives reviewed by:
   - a. Students of the designated age groups.
   - b. Teachers of designated age groups (career ed. and other.)
   - c. Administrators.
   - d. Counselors.
   - e. Parents.
   - f. Non-school People.
   - g. Legislators.

Product
Ratings for each objective

1.4

Tasks
1. Have subcommittee recommend list of approved objectives.
2. Have administration approve each objective.
3. Have district Curriculum Committee approve each objective.

Product
List of approved objectives rated permanent or tentative.

1.5

Tasks
1. Based on previous ratings assign a priority for each objective in their two respective groups, permanent and tentative.

Product
Two lists (permanent and tentative) of objectives ranked according to their priority.

Table of Events to Complete Box 1.0

(Career Education Activities for District Base Data: 1973-1974)

Goal: To provide yearly readings of the level of attainment of district career education objectives.

1973-74 Objective: By January 30, 1974, a report will be written which will provide district baseline data showing the level of attainment of selected career education objectives.

Required Activities	Responsible Group	Due Date	Product
1. Generate a list of measurable career education objectives.	Advisory Committee and Subcommittees	9/23/73	List of rough objectives
2. Review the list of objectives resulting from Activity 1.	Selected Individuals and Coordinator	9/28/73	List of refined objectives
3. Develop a screening procedure to have various groups review the list of objectives resulting from Activity 2.	Career Education Coordinator and Steering Committee	10/1/73	A screening procedure with instruction
4. Have specified groups review the list of objectives generated in Activity 2 with the procedure of Activity 3.	Selected Individuals and Coordinator	10/15/73	Modified list of objectives with documentation
5. Have participants in district workshops react to the list of objectives from Activity 4.	Career Education Coordinator and Steering Committee	11/20/73	Modified list of objectives with additional documentation
6. Develop and field test an instrument and procedure to use in gathering district data on objectives from Activity 5.	Career Education Coordinator and Steering Committee	12/1/73	Testing instruments and data gathering procedure
7. Gather district data.	Career Education Coordinator and Steering Committee	12/20/73	Raw data
8. Score and analyze data.	Career Education Coordinator and Steering Committee	1/15/74	Scoring results
9. Write final report which provides district data on each of the objectives tested.	Career Eduation Coordinator and Steering Committee	1/30/74	Final report

SYSTEMS MODEL FOR GUIDANCE PROGRAM DEVELOPMENT AND EVALUATION*

Brief Explanation of Major Components of Model

The systems model for guidance program development and evaluation provides a framework for the conceptualization of the guidance program in terms of (1) general and specific pupil objectives and outcomes, and (2) program objectives and strategies designed to achieve the pupil objectives. The flow moves from the general to specific in the development of objectives, with the more specific representing those kinds of objectives and outcomes where the program should make a direct impact. These are the outcomes for which guidance personnel should be willing to assume responsibility and to be held accountable. The following explanations of the various components of the model are directed toward (1) working definitions, and (2) relationships in the systematic flow from need to outcome.

1. **NEEDS.** Needs are defined here to include those long range developmental needs of individuals and the general social needs of the society that justify the existence of a guidance program. They provide the underlying rationale for the program and the basis for developing goals and objectives. Such needs should be related to the guidance program but by their broad global nature may involve many other programs, people, and circumstances. For example, a developmental need of individuals might be to become a satisfied and productive worker. The guidance program should contribute to helping individuals satisfy this need, but training institutions, parents, employers, and many others also may influence the outcome.

   Needs relevant to this model originate from two basic sources (1) human developmental theories, and (2) social needs in a democratic society. Those theoretical formulations most directly related to the guidance program include career development theories, personality theories, learning theories, and human need and development theories. The theory or theories that undergird any local guidance program should be identified and used to build the rationale for the development of pupil goals and objectives, including the part that guidance activities may play in the total educational, vocational, or social development of individuals. The basic social needs are less related to pupil-centered guidance objectives, but should have a direct bearing upon the program rationale. For example, individual economic self-sufficiency may represent a general social need related to contributions of the guidance program, but again the broad and remote nature of needs suggests that there will be many factors, other than guidance, influencing the outcome. Specification of needs is desirable to build a foundation from which goals and objectives can be stated in more meaningful and manageable terms.

2. **GOALS.** Goals are the reasonably long range operational delineations of needs. They are more specific than needs, but still too far removed and too confounded by other influences to serve as workable objectives for the guidance program. Goals take on relevance for individuals, in that they will vary among individuals and from one situation to another. The general need for all individuals to become vocationally competent is thus defined in terms of goals that specify that a particular individual complete a training program that will qualify him to enter a specific occupational area that is consistent with his abilities and interests. Goals represent rather large global areas of achievement or development that lead to meeting specified needs, and provide the point of departure for the formulation of developmental and behavioral objectives.

3. **DEVELOPMENTAL OBJECTIVES.** The developmental objectives relate to the guidance related developmental steps that are logically, and usually sequentially, related to the stated goals. For example, before an individual can achieve the occupational competence goal stated above, there are a number of vocational and educational decisions that need to be made. Each such decision can become a developmental objective for the guidance program. Likewise, a series of plans may need to be formulated and these can become objectives. Certain situational adjustments may also relate to the goal as may intermediate range performance, such as, completion of prerequisite courses and curricula. Thus, many developmental objectives may be formulated to operationally define the hypothesized guidance contributions to a single goal. Again, it is easy to see that the achievement of many developmental objectives may be influenced by other factors, and the related guidance activity may be only one small part of a rather complex process. There are, however, many developmental objectives for which guidance personnel should be willing to assume major responsibility. Developmental objectives have particular significance in differentiating desired outcomes for different age and grade groups. For example, the objective to develop an appreciation for work in everyone's life may be quite relevant for a primary grade group, while the junior high school group may need to develop an appreciation for work as a very per-

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*Frank E. Wellman, Professor of Education, University of Missouri, *Systems Model for Guidance Program Development and Evaluation*, Preliminary Draft, May 1971, Columbia, Missouri.

sonal part of their lives. Each developmental objective should be stated and related to program so that the part that guidance may contribute is clearly understood. This can be done through the formulation of behavioral objectives.

4. **BEHAVIORAL OBJECTIVES.** Behavioral objectives should specify in concrete terms the knowledge, skill, or performance that is expected. These objectives shoud be related directly to a specific guidance activity and at least logically to a developmental objective. They are usually short range in terms of time and should always be related to specific criteria for determining whether the objective has been achieved and often the degree of achievement. The developmental objective to make a decision regarding post high school education may provide the basis for specifying relevant behavioral objectives spelling out the kinds and extent of awareness of self and environment needed to make the decision. The developmental objective requires that the individual conceptualize self in the educational-vocational situation. This conceptualization requires that he be aware of his abilities, interests, resources, etc., and of the environmental opportunities, requirements, etc., and that he be able to demonstrate such awareness by showing that he has specific knowledge of these relevant variables. Behavioral objectives are crucial to adequate program development, provide the most objective basis for evaluation, and make developmental relationships in terms of behavior that can be described from observation, objective measurement, and self-reports. For example, comprehensive career development theory can provide the basis for determining behavioral objectives appropriate to the maturity level of the pupils and related to the sequential developmental objectives that lead to the longer range vocational goal.

Specifying Workable Objectives and Achievable Outcomes*

The specification of meaningful objectives and the use of appropriate criteria to estimate the achievement of objectives are essential for adequate evaluation. The difficulties encountered in accomplishing these tasks have, no doubt, discouraged many guidance workers from undertaking comprehensive outcome studies. The basic requirements for stating vocational guidance goals, objectives, and outcomes follow the major parts of the systems model with the added criterion of feasibility imposed at each step in the process.

1. Objectives should be oriented to identified student needs (educational, vocational, and social).
2. Objectives should be consistent with societal values and professional philosophy.
3. Objectives should be stated so they can be translated into expected behavioral outcomes (relevant to the primary purposes of vocational guidance).
4. Behavioral outcomes should be defined operationally so that they can be quantified in terms of knowledge, skills, performance, and attitudes.
5. The data needed and methods for measuring and reporting behavioral manifestations should be specified for each objective and outcome.
6. Objectives and outcomes should meet the test of relevancy for the student sample (such as type of school, demographic characteristics, etc.).

A framework for the specification of guidance objectives and outcome criteria was developed in the form of a taxonomy of guidance objectives as part of the proposed National Study of Guidance. This taxonomy may serve as a guide for the specification of vocational guidance objectives and outcomes that meet the above requirements and those of the systems model. The following outline shows the major categories of guidance objectives included in this taxonomy.

1.0 **Perceptualization Objectives**—The development of awareness and differentiations of relevant environment and self variables.

1.1 **Environmental Orientation**—Knowledge and understanding of educational, vocational, and social opportunities, requirements, and expectations.

1.2 **Self Orientation**—Knowledge and understandings of abilities, limitations, identities, feelings, and motivations relevant to educational, vocational, and social development.

2.0 **Conceptualization Objectives**—The process of analyzing relationships, making predictions, evaluating consequences, and taking actions relevant to educational, vocational, and social goals.

2.1 **Directional Tendencies**—Formulation of decisions and plans, and the development of interests and value attachments which result in increasing stability and consistency in movement toward educational, vocational, and social requirements and expectations.

2.2 **Adaptive and Adjustive Behavior**—Development of coping behavior to meet educational, vocational, and social requirements and expectations.

3.0 **Generalization Objectives**—The development of a behavior pattern typified by consistency, commitment, effectiveness, and autonomy.

3.1 **Accommodation**—The psycho-social ability to cope with cultural and environmental transactions.

3.2 **Satisfaction**—The internal self interpretations of environmental transactions.

3.3 **Mastery**—The congruency of expected or predicted achievement with external criteria of achievement.

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*Excerpts from a paper presented for discussion at 54th Annual Vocational Convention, New Orleans, Louisiana, December 7, 1970.

The following example illustrates how the taxonomy can be used for the specification of objectives and outcomes. Assuming a group of tenth grade boys in a comprehensive high school and using objectives 2.21 from the vocational domain of the taxonomy, the resultant organization for evaluation might be:

Objective: For the student to identify occupational alternatives that are consistent with his abilities and claimed interests.

Process: Ten week occupational orientation supplemented with three individual counseling conferences with each boy.

Expected
Outcome: Each boy will be able to list at least one occupation consistent with his abilities and claimed interests, and 75% of the boys will be able to list five or more such occupations.

GOALS

Adapted to Individuals & Situation

(Generalization level behaviors)

Formulated from identified developmental and social needs—appropriate to the student population and the functional situation.

Educational

Examples of goals:

1. Regularity of school attendance or reduction of absences.
2. Individual and group contributions to the school community-constructive participation-reduction of interruptions to order, etc.
3. Value education and develop aspirations consistent with abilities and interests.
4. Successful completion of successive educational programs or reduction of premature drop-outs.
5. Pursue higher levels of education consistent with individual level of general and specific abilities and interests.
6. Seek out and participate in new educational opportunities.
7. Value and support education throughout life.

Vocational

Examples of goals:

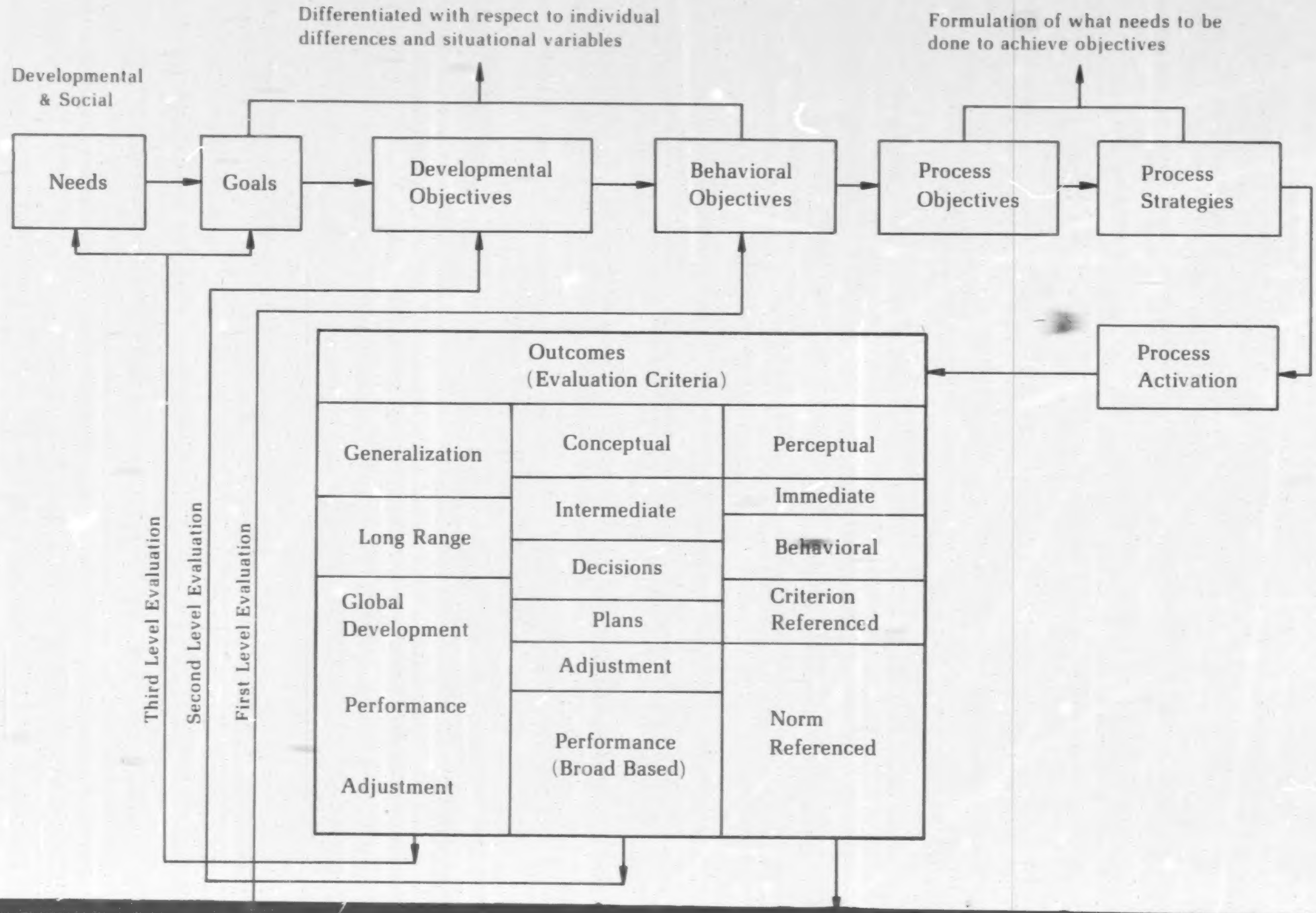
1. Commitment to a chosen vocation.
2. Participation in and completion of educational program necessary for entrance in chosen vocation.
3. Individual derive personal satisfaction from the pursuit of a vocation.
4. Vocational success—employment—satisfaction progress.
5. Development and utilization of individual abilities and interests through vocational pursuits. Reduction of social problems related to vocational adjustment:
    (a) unemployment
    (b) underemployment
    (c) poverty
    (d) crime

Social

Examples of goals:

1. Develop and use effectively behaviors consistent with social demands—family—peers—school—community.
2. Develop and display appropriate social roles in terms of setting and group.
3. Value social interaction and socially acceptable experiences.
4. Contribute to the social growth and effectiveness of others.
5. Develop openness to the ideas, values, and experience of others.
6. Continue to grow through social experiences.
7. Become a socially responsible and contributing citizen.

Systems Model for Guidance Program Development and Evaluation


Differentiated with respect to individual differences and situational variables
Formulation of what needs to be done to achieve objectives
Developmental & Social
Needs
Goals
Developmental Objectives
Behavioral Objectives
Process Objectives
Process Strategies
Process Activation
Outcomes (Evaluation Criteria)
Generalization
Long Range
Global Development
Performance
Adjustment
Conceptual
Intermediate
Decisions
Plans
Adjustment
Performance (Broad Based)
Perceptual
Immediate
Behavioral
Criterion Referenced
Norm Referenced
Third Level Evaluation
Second Level Evaluation
First Level Evaluation

ANSWERS TO FIVE BASIC QUESTIONS ABOUT CAREER EDUCATION

Answers to Five Basic Questions about Career Education: A Brief Orientation for Administrators and Teachers as they plan, Implement, and Improve Nursery to Adult Career Education Programs

SPECIAL
PAPER

APRIL
1972

by
Patrick Doherty
Director of Career
Development

Bureau of Occupational Research Development **Division of Vocational Education**

CONTENTS

1. What is Career Education?
2. Why Career Education?
3. Specifically, What Does Career Education Seek to Accomplish?
4. How Can a Local District Plan a Career Education Program?
5. How Can a Career Education Program Be Evaluated?

• • •

1. What is Career Education?

Career Education is an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and re-entry into employment and/or continuing education.

To understand what happens in Career Education programs, the reader should give careful attention to both what the school is doing and how the individual is developing for employment and/or continuing education in his unique total life pattern. Both of these considerations are important. Why? Let's take a closer look.

"What the school is doing" in the above distinction refers to the coordinated totality of instruction, related services and community-home-school resources which provides opportunities for the individual to explore, cope with, and develop his career potential. In contrast, "how the individual is developing for employment and/or continuing education" refers to an important and somewhat neglected facet of human development in which the individual – as part of his social, emotional, intellectual and physical development – gains a growing capacity for self-perception, for capitalizing on his widening experiences, and for structuring his unique life style as it relates to his occupational function. Consequently, Career Education must maintain a careful balance of emphasis on both the action of the nurturing institution (the school) and the active role of the emerging individual (the student). To neglect either is a dangerous course.

It can be argued with good cause that Career Education is as old as mankind. However, as an important dimension of modern education for everyone and everyone's children, Career Education must be recognized as a very current development under the leadership of vocational educators and vocational guidance counselors, and, most effectively, under the leadership of Dr. Sidney P. Marland, Jr., U.S. Commissioner of Education, who seeks to combine and revitalize all American education ("vocational"; "general education"; and "academic education") under this thrust.

2. Why Career Education?

The schools are being urged in various ways to adopt a pervasive commitment to the career development of all pupils through a well-planned nursery through adult program. At the same time the schools themselves should be acutely aware of the basic needs and problems demanding comprehensive and intensive Career Education and be showing considerable initiative in developing appropriate programs.

Career Education is greatly needed in the 1970's because this decade is and will be one of greater social and occupational change than the 1960's. The seventy-five percent of the high school population in our country seeking employment immediately following graduation should have a priority at least equal to those who are college-bound. Workers will need to be trained for emerging occupational fields, such as the environment, nuclear energy, and space exploration. Not only will preparation be needed for nearly all initial employment, but also most workers will need continuing occupational education.

Career education for the '70's has some compensating to do because even the best of our educational programs for preparing youth for employment have not been comprehensive or effective enough. All our children should begin getting a realistic view of the world of work even before they attend elementary school. Every junior high student should be provided economic orientation and exposure to occupational possibilities. Every high school student – no matter whether he drops out before graduation or not – should have been prepared to be employable and should have been prepared to return for further education when he or she is ready.

A major void in American life can be filled by career education. People – all our people – need self-fulfillment through self-support and satisfying, meaningful work. The tremendous shortage of qualified workers in certain fields must be met. There can be a drastic reduction in the extensive waste of human resources directly or indirectly caused by our present undervaluation of vocational education. The schools can regain the public's confidence and support by providing every exiting student – exiting at any level after his 16th birthday – with the option of employment or further education.

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A realistic and comprehensive nursery through adult career education program is needed for all students because very long-range experiences are needed to permit one to discover a realistic and promising career role. It takes a long time to develop a career pattern because the individual's varied experience encourages changes in his needs and interests.

Learning to be employable is at least as difficult and complicated as learning to read. The decade of the '[illegible]0s is the time for the schools to emphasize both kinds of learning. It is time for this change.

3. Specifically What Does Career Education Seek to Accomplish?

Career education seeks to accomplish certain specific, measurable results for the individual student, for the school, and for the community.

The following objectives for students are not assigned a specific time in the student's life span; they may be observed and implemented as appropriate throughout his entire life:

1. To engage in self appraisal related to how people differ in skills, interests and abilities and how these differences will affect an individual's career development.
2. To understand the degree of practice and knowledge that is essential to attain "skill" status.
3. To be aware of the relevancy of school to life and work.
4. To perceive work as a function of man's pride, identity, fulfillment, and need for skillful and creative expression.
5. To know a wide variety and a number of levels of occupations through both directly planned and unplanned exploration.
6. To appreciate all types of work and the people who do them.
7. To know how to plan and to select sequential, occupational oriented experiences, and how these procedures contribute to a foundation for career planning suitable to his own individuality.
8. To be aware of changes that will take place in all types of work with advancements in knowledge, with the phasing out of certain kinds of jobs and with the need for continuous retraining to meet job requirements.
9. To understand the influences and pressures of economic, cultural and political aspects of society in life and work.
10. To understand the effect of attitudes and personality factors (social, personal, emotional) in school and job success.

The Career Education objectives for the educator are necessarily broad and process-oriented. They are important, however, because they set the stage for a realistic course of action in providing Career Education. Here are Career Education objectives for the educator:

1. To develop a Career Education curriculum appropriate on a nursery through adult continuum that is basically oriented toward benefitting mankind.
2. To develop a curriculum that builds career development patterns of behavior that motivate the individual towards immediate and future occupational decisions which are effective for him.
3. To provide a system of Career Education management for maximum intergration of resources: human, material and fiscal.
4. To provide a system of accountability and evaluation that may be reflected in a more effective Career Education nursery through adult curriculum.
5. To design a flexible model for nursery through adult Career Education that expresses the changing needs of the school, home and community.

The community served by the school can expect some desirable results from Career Education programs. The community needs self-sustaining participants in economic life, cooperative participants in community life, and an effective and efficient school system. The following community benefits are provided as objectives:

1. Decrease the dropout rate
2. Increase enrollment in vocational education courses
3. Increase placement in jobs and/or continuing education
4. Improve school attendance
5. Improve school performance
6. Improve ability for "next step" planning

4. How Can a Local District Plan a Career Education Program?

One technique which may be used for local planning is the review and evaluation of existing programs as a continuing process. This will provide a basis upon which logical and practical alternatives may be explored and/or implemented.

The specific goals for a local educational agency to use in this planning for a Career Education program which is appropriate to the community and its publics may be as follows:

GOAL A: To become knowledgable in the philosophy, function and operation of a Career Education program with specific emphasis placed upon the ability of Career Education programs to meet needs idiosyncratic to the local education agency.

GOAL B: To establish a task force, operating under the direction of the superintendent, that will be responsible for gathering data concerning a Career Education Program for the local school district.

GOAL C: To review data indicating current status, and to design logical Career Education model alternatives suitable for local adoption. This assumes the existence of gaps between current status data and Career Education goals.

GOAL D: To report comprehensive Career Education data through a predetermined dissemination system.

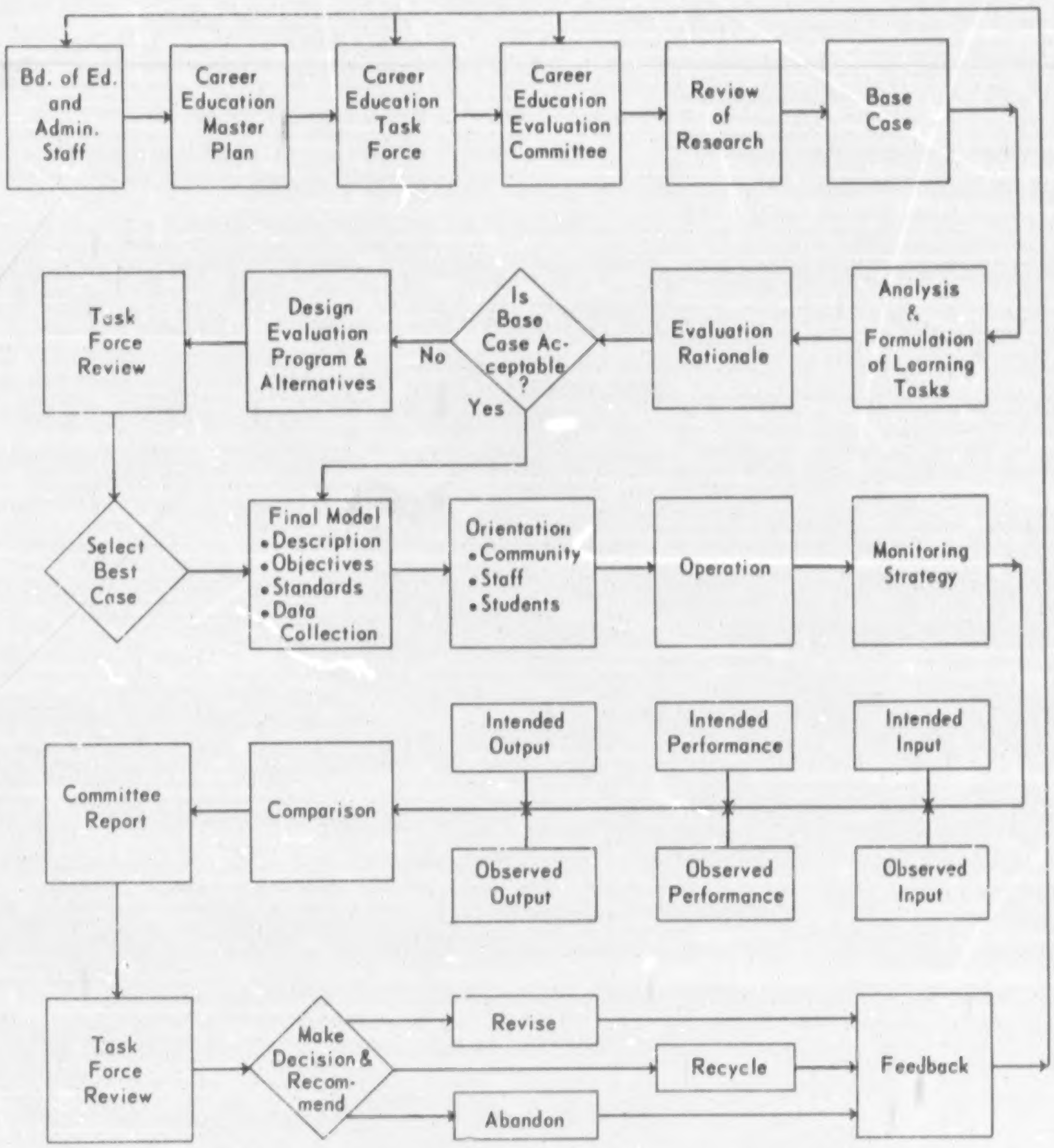
GOAL E: To develop process and product objectives to meet the needs of the local nursery through adult population.

GOAL F: To select a Career Education model along the pre-school through adult continuum.

GOAL G: To attend to the special needs of the disadvantaged and handicapped students and other target populations.

GOAL H: To design the operational leadership and staff organization to carry out the Career Education program in the school district.

CAREER EDUCATION EVALUATION SYSTEMS MODEL


Bd. of Ed. and Admin. Staff
Career Education Master Plan
Career Education Task Force
Career Education Evaluation Committee
Review of Research
Base Case
Analysis & Formulation of Learning Tasks
Evaluation Rationale
Is Base Case Acceptable?
No
Yes
Design Evaluation Program & Alternatives
Task Force Review
Select Best Case
Final Model
• Description
• Objectives
• Standards
• Data Collection
Orientation
• Community
• Staff
• Students
Operation
Monitoring Strategy
Intended Output
Intended Performance
Intended Input
Observed Output
Observed Performance
Observed Input
Comparison
Committee Report
Task Force Review
Make Decision & Recommend
Revise
Recycle
Abandon
Feedback

One direction the local educational agency may wish to follow in achieving some of their Career Education goals is the cluster concept. The Bureau of Adult, Vocational, and Technical Education in the U.S. Office of Education has identified and codified 15 of these occupational clusters. They are as follows: Agri-Business and Natural Resources; Business and Office; Communication and Media; Consumer and Homemaking Education; Construction; Environment; Fine Arts and Humanities; Health; Hospitality and Recreation; Manufacturing; Marine Science; Marketing and Distribution; Personal Services; Public Services; and Transportation.

5. How Can a Career Education Program Be Evaluated?

Evaluation is essential to the improvement of Career Education. A direct outcome of a continuous evaluation process with staff involvement should be a noticeably better match between goals and results.

The major thrust of evaluation should be conducted by the program people involved since they are the persons who will ultimately be responsible for implementing revisions. Self-evaluation is never an easy accomplishment. Objectivity is essential; staff disposition and competency for this goal must be achieved. It is intended that the self-study approach to evaluation for Career Education programs will enable members of the group to work together, and to set and define the action.

Careful attention should be given to the design of the evaluation. Great emphasis should be placed on the interpretation of findings. A comprehensive review of the effectiveness of the total program, as well as a total plan for improvement based upon priority needs, is the desired outcome.

It is suggested that third party evaluation services be contracted to obtain an unbiased estimate of program effectiveness.

Specific suggestions for evaluation of Career Education programs are presented in the form of a model system for evaluation. It is a sample system presented for the planner's consideration, and not a normative system.

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